

A forum for economy

Monday's meeting of Mr Anthony Crosland's new consultative council on local government finance (page 3) has been greeted on all sides with enthusiastic noises. These have, temporarily at least, drowned the voices of those critics who maintain that government enthusiasm for the project stems from the improved prospects of control over local authority spending, rather than from their pleasure in welcoming representatives of local government in central policy planning. (The Association of County Councils are now protesting about their representation but are not attacking the council as such.)

No doubt the success of Monday's meeting was in part due to Mr Crosland's persuasive charm. But even the cynics go further than that in giving the council as a potentially useful forum both for control of expenditure and for policy consultation.

It seems, in fact, extraordinary that formal consultations between local and central government on anything except a departmental basis have hitherto been confined to the hasty talks which follow the technicians' annual wrestling match over the rate support grant. Machinery which brings local and central government together to discuss policy and expenditure on a longer term basis must be welcomed. And indeed, even if the emphasis is almost wholly on economy—for the immediate future it must be—consultation is valuable in deciding where the cuts are to fall.

It remains to be seen, however, if the council are active, they can avoid treading on departmental toes. For example, one suggestion is that they might study comparative costs of different kinds of organization for the 16 to 19-years-old, or investigate polytechnic costs or the cost of innovations like the education voucher. But could this new consultative council (which is to have their own secretariat) do any of these things without invading the territory of the Department of Education and Science, and creating friction between the Department and the Treasury?

This sort of analysis would pro-

vide the Treasury with the information they need to make effective economies instead of the present situation where crises result in blanket directives which can be easily dismissed as impractical. It would at the same time have the virtue of exposing the Treasury to direct contact with local government.

It seems likely that if the council do function in this way, they will have the effect of accelerating the present local authority movement towards corporate management techniques. This, while it makes obvious managerial sense, has never been in the least popular with educationists, since it can all too easily become a gauging-up on the fact which will leave two thirds of the cake. Education interests as such will be represented in the council directly by Mr Reg Prentice, but only indirectly by the local authority associations. There may yet be cause to lament the decline of the AEC and the fact that there can be no group on the authority side specifically interested in education taking part in the consultations.

present speculations about the council's role must be hedged with reservations. They will depend for their effectiveness on how they are set up, how they work, on the level of commitment to them. They could, in turn, vary with the political climate, since the council as presently constituted, reflects Labour's political control of a majority of local authorities, especially those in the conurbation, where local authority sphere could prevail when, as is part of the normal pattern, local government elections go against the party in power at Westminster (as they have again begun to do).

A further question mark hangs over the possible role of the council should the Layfield committee produce a scheme for financing local government which gave it more genuine autonomy. It is improbable that such a scheme would ever be accepted by central government without a reliable mechanism for overall economic control. If the council function effectively it is possible that they could become that mechanism.

No free school cash

Inner London are now firmly committed to the principle of supporting smaller schools. Smaller schools within the system, that is, the go-ahead was given for primary schools of one and two-form entry at the ILEA's development sub-committee on Wednesday (page 4). But the White Lion Street Free School was refused a grant to enable it to continue as an experiment in urban education (page 7).

In deciding not to sell off old schools but instead to let them enjoy the extra space provided by the 25 per cent drop in the primary school roll (by 1980) the ILEA are following the logic of their recently announced policy on secondary schools and the wishes of parents. They are also, they say, accepting the evidence. Miss Pat Burgess, a senior schools officer, is quoted as saying at the ILEA meeting that every head she has

spoken to says that there is less disruption where children have more space. The experience of the scheme for Children in Special Difficulties has, not unexpectedly, reinforced this view strongly.

So is it a dogmatic attachment to not supporting independent schools, or a semantic difficulty over whether the free school is or is not a truancy centre which has prevented the grant? Either way, it seems a pity that a scheme which already offers so many of the features which the ILEA subcommittee as desirable should be placed in jeopardy. It is also an odd comment on the ILEA's financial policy that it cannot raise a fairly modest sum to keep the Free School going but has no difficulty in finding a not very different sum to put up the salaries of the political leaders' personal assistants.

Isolation and violence

There is no child under seven in certain parts of Belfast who has known what it is like not to live in a ghetto. Catholics and Protestants may go to schools only five minutes apart. But their schoolwork, school games, homes and holidays may be separated by a different world. During the past two weeks, joint programmes by the BBC and Ulster Television have given viewers glimpses of the lives of some of these seven-year-olds. We have seen through their schools and their families both the isolation between the groups and some of the violent contact.

After bringing some of the children together for the first time, the parents and the teachers have had a

pleasurable contact. To the obvious elation of the interviewer, the heads were Christianising each other, and promising mutual visiting, and thinking that some form of secular education would be a possibility. Most viewers will surely have hoped for success for that venture. What hope can it hold out in each other in television studies? But that does not prevent them from supporting the groups who do it outside. The two parents who argued that education is religion were in the minority in the discussion, but their view has the political implications which can have little power to change that.

Dear Mr Bramall...

John Rae



Dr John Rae (above) and Mr Ashley Bramall, leader of the Inner London Education Authority, were recently billed by the Grays Inn Debating Society as guest speakers in a debate on "the imposition of universal comprehensive education". Mr Bramall decided not to take part because he disagreed with the wording of the motion. Dr Rae here outlines the points he intended to make.

something of a hit and miss affair. I think we can be certain that one method of teaching, one curriculum, one form of secondary organization is right? If we have learnt nothing else from the past 10 years, we should have learnt that no one view in educational controversy can claim absolute authority.

It is this that convinces me in any other area of society, variety, contrast and friendly competition are essential. Our problem is that variety has become identified with privilege and uniformity with social justice. But it is variety and not uniformity that can and should be the vehicle for achieving social justice. It is a choice of educational environments in which individuals can find fulfilment. In education as in other matters, in each according to his need.

A universal comprehensive system would preclude variety without guarantee of achieving social justice. On the other hand, it is unlikely that the central government will ever be sufficiently enlightened to order variety.

We should be grateful therefore to the "rule" authorities who ever our views on the merits and demerits of the comprehensive school. They are not only defending the use of the word for its own sake, but also the belief that any one form of secondary organization should be universal. Education is not an exact science though. English Education did its best to persuade us to the contrary. We do not know what is for the best. We draw on experience, trying to learn from the mistakes we can identify; we are not sure how to measure efficiency or success, and even if we think we can recognize success when we see it, we still cannot prove how it was done. For the best teacher in the best school, education will remain

of the child, and problems of very large numbers of children may well prove insoluble. I do not fall into the trap of dismissing the free school principle as a desperate expedient. I would like to put to the county's decision to employ 300 for a reassignment of day schools. The week teachers' organization, the Derbyshire Teachers' Association, has a policy committee to demand that the proposed cuts to teacher support be restored. They were told that this would be impossible. Now they have learned that it is not impossible. They will also consider refusing to cover for absent colleagues.

For all your complaints and operating official grievance, not now have serious questions of size of the Derbyshire Teachers' Association, which is the common ground of the worst paid of the county's teachers. They were already 399 teachers before the broken down county was broken down into smaller units or schools. The new cuts will affect over 400 teachers.

But given your earlier statement that the size of the county must be dictated by a viable sixth form, the way of avoiding schools with a 1200 entry, which you think you are right to do, do you propose to solve problems of size?

What about the school which has a head of the upper school? Take a particular school. If the London Education Authority followed the plan Certificate of Extended Secretary of State for Education, and there are signs that the school will be built as the poor man's comprehensive school, a level.

The CEE, which is administered by the county, is a CEE examination board, is an average of six schools. Originally, pupils a year from each school were to be sent to the county school, but this has now been changed to four. At a press conference this year, the county school was then a selective school, with all the worst pupils sent to the county school, and the best pupils sent to the county school.

The absolute quality of a "good A level pass" is a matter of debate. At present, CEE candidates are not given CSE certificates and letters to any but the best of the county school. Given a county school, the county school is a county school, and the county school is a county school.

Under pressure from the Schools Commission, the county school is a county school, and the county school is a county school. The county school is a county school, and the county school is a county school.

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Staff get tough as l.e.a. go below quota

by Sue Cameron

Teachers in Derbyshire may introduce a new part-time education in some schools next year in retaliation for the county's decision to employ 300 for a reassignment of day schools.

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Scots set the pace with £315 rise

The apparent bid, between pay settlements for Scottish and English teachers, was broken this week, said Mr John Pollock, general secretary of the Education Institute of Scotland, after Mr. H. J. Macdonald, secretary of the Scottish Teachers' Salaries Committee, said that the committee would give every teacher £315 or 10.5 per cent—whichever is greater—on the 1977-78 salary scale plus three months' pay.

The settlement means the total salaries will rise by about 20 per cent over the 1977-78 scale, or about 12 per cent on the 1977-78 scale. The teachers' claim, which was well above the 10 per cent, was for a 12 per cent rise.

Teachers in England and Wales, said Mr Pollock, had opted for arbitration, a move he could not understand. Scottish teachers saw arbitration as something of a gamble, preferring in these inflationary times to get money in the pay packet as quickly as possible.

Scottish teachers would not get their rise before the summer holidays. In England it could be November or December before settlement was reached.

Mr Pollock was confident that Scottish teachers, at the bottom of the scale, would maintain or improve their advantage over similar teachers in England. Negotiations in England had broken down on a starting salary of £2,181.

Regular checks urged to curb truancy

Inner London secondary schools should improve their methods for spotting truancy, say the education officers, said the ILEA schools subcommittee this week.

Teachers should check a list of pupils at every lesson, the authority said, and the school office should inspect these lists regularly. When a child is absent without justification, the school must act swiftly.

Mr Brian told the committee that secondary school attendance has fallen by 41 per cent to 84.6 per cent in the past four years. Primary figures have remained more stable.

The authority have analysed the results of the truancy survey, conducted for the Department of Education and Science last year, and found that schools where ability levels are low have most truanters.

The size of the school appeared to make no difference.

The ILEA's Research Department are studying four secondary schools to find out the reasons for individual absences.

V-Cs query land grab

University vice-chancellors are worried that the Government's plans to nationalize development land will affect their income.

Professor Sir Arthur Armitage, chairman of the Vice-Chancellors Committee, has written to Mr Anthony Crosland, the Environment Secretary, asking him to exempt universities from the Bill now going through Parliament. The vice-chancellors think that private benefactors will be dissuaded from giving financial help to universities. They also fear they will not be able to derive income from land they own which is not used for university purposes.

No to sixth form college

Suffolk County Council this week rejected proposals for a single sixth-form college for Ipswich in favour of three centres attached to existing schools.

An attempt to raise back an item in the education committee's report on the reorganization of education in the Ipswich area was defeated on Tuesday by 50 to 18.

There are plans to develop sixth forms eventually in all the up-graded secondary schools.

ACC ecstasy turns sour after first finance talks

The Association of County Councils are likely to continue to be very well advised—the amount of cooperation offered to it has been quite surprising. This is a new local authority in local government relations with the Government. It has not just been window dressing. Whitehall had opened its doors whereas in the past he had felt locked out.

He said there had been a bit of misunderstanding in the past because local and central government were using different languages. "If we can now work from the same language it will be much more helpful. We may not reach the same conclusions, but at least we will be starting from the same base."

Mr Meredith Whitaker, chairman of the ACC, said: "It has been most successful. It is going to be an extremely valuable vehicle for government policies, but keeping the Government informed of the implications of its forward views on local government."

Economic restraints mean changes and maybe cuts in local authority services. If the authorities were to act effectively on next year's expenditure and revenue, steps would have to be taken now. "Leads will soon be intervening teachers to take up duties in September and this sort of expenditure is going to have an effect on 1977-78. This is the kind of thing we can talk about in the round."

After the meeting, the ACC said it was a real step forward in their relationships with central government.

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Students defy police

Students occupying the Senate House, Warwick University's administration centre and telephone exchange, sat tight this week, in spite of the threat of police action.

At a packed meeting in the university's art centre on Tuesday, over 1,200 students voted almost unanimously to continue their support for the occupation and defy an Appeal Court ruling to vacate the building. They also decided that if the police were brought in, students would immediately vacate the building and take possession of the arts centre instead.



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Further details may be obtained from:-

The Secretary, Polysample Course,
Newcastle upon Tyne Polytechnic,
Elleon Building, Elleon Place,
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Mr A. D. Christie, HMDSO,
Dr B. Holmes and Mr H. C. Jones

Further details and application forms from:-

The Vice-Principal (In-Service Department),
Jordanhill College of Education,
25 Southgate Drive,
Glasgow G13 1PP

WEA conference

Talks soon on an Open College

The Government are to call a conference in the autumn to discuss the concept of an Open College. This was announced by Lord Crowthier-Hunt, Minister for Education, before the WEA conference last week.

He told a pre-conference rally that the Open University had been one of the great success stories of our time. He quoted from the Russell report which put forward the idea of an open college using a multi-media system, and catering for different academic levels.

"Can't we have an ambitious vision of an open college or colleges which operate in the non-vocational field, offering a wide range of cultural and other courses which will enrich all our lives in the context of what is now fashionable to call 'recurrent education'?"

Lord Crowthier-Hunt said the conference would include representatives of the WEA, local authorities, the Open University, voluntary bodies, the TUC and all those concerned with vocational and adult education.

It would discuss whether the college or colleges would be a teaching aid for courses being run by existing organizations or as a providing body in its own right. Would there be one college or a number of regional ones? What would be the role of the voluntary bodies?

"When that conference is over," he said, "we shall need to consider not only whether it really does offer the possibility of making more imaginative educational provision available for more people at less cost than some of our traditional methods. And if it does we shall then want to consider the possibility of a pilot project or feasibility study."

Earlier the minister referred to the cutback in educational expenditure. It was not possible at the moment to consider changing DES support for the WEA, but the Department would help the WEA to avoid crippling financial difficulties.

Warning lights fail to halt rush into the red

The Workers Education Conference in Harrogate last weekend was the kind of conference where the speakers would not stop speaking. The red lights would flash, officers try to intervene and the general membership howl and hiss in vain. The speaker would continue unchecked.

It had considerable symbolic importance. As with its erring speakers, the conference marked a turning point in the association through their own red warning lights, with both membership and officers seemingly reluctant to take the drastic action necessary to call a halt and change gear.

The conference had been billed as a crisis meeting. A 12-page document, sent to delegates, along with the order papers, showed that nine of the 21 districts were in the red for 1973-74. The central office's reserve funds could be exhausted within two years and urgent steps must be taken to raise money both from inside and outside the organization.

In his opening speech Mr Bill Hughes, the president and principal of Ruskin College, referred to the still unimplemented Russell report on adult education. "The assumption in which the association in 1973 were acting in accepting the report was that the Department of Education and Science would also respond to the challenge. So far this last hope of a national lead from the DES has been disappointed at any rate deferred."

Dr Elizabeth Monkhouse, the deputy president, was even more bleak. "An overall study of the finances of the WEA in England and Wales in 1973/4 presented a disturbing picture of sharply rising costs set against slowly rising income."

"While some increase in income must and will be sought from voluntary sources, unless more help is forthcoming from public funds there is a real danger that the present momentum of the

Reports by Tim All

WEA will be lost and with it morale and goodwill of its many workers in a damaging and largely difficult to recover."

It was clear that the Government would do no more than make a tentative association on a case and tenance basis. Lord Crowthier-Hunt said the Government could not halt this movement on a "crippling financial difficulty."

There was some motion passing, such as the Government to expand its national standards and the real school leaving age. But some signs of life were seen in the national committee of WEA, tutor-organizers, and awarded new conditions of pay a long struggle.

However, the programme of action which the association pledged themselves to undertake hardly dynamic. They are at that it should be made more for local authorities to provide suitable accommodation for classes. The national committee to negotiate with the DES to grant to cover the cost of the most officers and advisers' expenses. Every two years national committee will hold local meetings for district and professional staff. At year will be WEA Broad Year.

The conference also decided to refer to the national committee proposals to set up a working group on pre-retirement education. A central office will be appointed to advise on the committee on legislation.

Whether this package will be enough to save the WEA is questionable. One delegate said afterwards: "The only way out of the present situation is for the DES to wind up its support."



Hostel for autistic in Gwent.

Hostels can help autistic

Autistic teenagers often have to spend their lives in mental subnormality hospitals when they have school because there is nowhere else for them to go. This is according to a report published this week by the National Society for Autistic Children.

"These hospitals, through no fault of their own are unable to provide the standards of care and education from which the children could benefit." They should provide home care, not institutional care. The children were deprived of basic rights of privacy, mothering, education and holidays which were guaranteed in a child in a community home.

Autistic teenagers—What Can be Done? National Society for Autistic Children, 1A Gahler Green Road, London NW11 1SP.

Mr Chisholm, Council for Children's Welfare, 183/189 Finchley Road, London NW3 6DP.

"Normal parents will, on the whole, want this for their handicapped children too."

Minister backs single-sex decision

The decision to allow single-sex schools to continue was defended by Mr Ernest Armstrong, Under Secretary of State for Education and Science, during the standing committee stage of the Sex Discrimination Bill this week.

Mr Armstrong was replying principally to Mrs Renee Short (Wolverhampton, North-East, Labour) who felt that single-sex schools were an anachronism. The Bill should have made some provision towards abolishing this division between boys and girls.

Mrs Short said that in some important aspects of education, the "deficiencies were considerable. Mathematics and science teaching in girls' schools tended to be not all that good because few mathematics teachers suggested rather orthodox jobs for girls—shop work, clerical work or hairdressing."

Mr Armstrong said that the special report of the select committee on the second Anti-Discrimination Bill recommended against introducing legislation to make single sex schools illegal.

He was in favour of co-education. The number of single-sex schools was being gradually reduced. Much momentum had been given by the reorganization of secondary education.

But they must come to terms with the real world. Some parents genuinely wanted their children to attend a single-sex school.

There was no evidence to suggest that single-sex schools were discriminatory. In Education Survey 21: Curricula Differences for Boys and Girls, published recently, it was shown that girls were more likely to choose science and boys a language in a single-sex school than they were in a mixed school. The tendency for girls to choose modern languages, rather than physics and chemistry, was less marked in girls' schools than in mixed schools.

Plea to ban oversize schools and split sites

No more mammoth or split-site schools should be built. Planners should concentrate on "offsetting" the minor curricular constraints of small schools, says Dr Elizabeth Halls, of Hull University. In the latest issue of *Forum*.

It was time for a radical re-think about large schools. Existing ones should try to produce small school conditions within themselves. The advantages of small schools were formidable. The main drawback was that the curriculum was likely to be restricted.

A four-form entry school could offer 18 A level subjects and the choice in a three-form entry school could be improved. Sixth-formers could stay on until 4.45 pm and those with specialist needs could follow a linked course in a local further education college or even a correspondence course of their own.

One research study showed that if educational factors only were considered, the ideal size for a school was between 400 and 999 pupils. Another study, which also included cost and administrative factors, gave a size between 800 and 1,200.

"There is this reason to suppose that the Circular 10765 guideline on a minimum of six-form entry should have referred to six-form entry not as a minimum but as an average or ideal size." The advantages of large curricular constraint and, possibly, best

Only in this way can trivial matters of discipline and pastoral care be dealt with on the spot. Classes should mainly be taught within restricted areas of the school by a restricted group of teachers who do not often have to venture outside their own areas. Teachers also needed some variety.

One way of doing this would be to divide the first three years of a 12-form entry school into three vertical blocks. Each block, consisting of four forms of each of the first three years, would be allocated to one area. Each teacher would be assigned to one of these blocks and would not teach outside it, except in the fourth year upwards. The fourth and fifth year could be similarly divided, at least for compulsory subjects. Teachers would get enough teaching in the upper school to give them variety.

Forum, Summer, 1975, available from 31 Beacon Street, Fairfield, 50p.

Alternatives to abolition

Direct grant schools should be made less selective and fairer to children of all backgrounds, said Mr Donald Lindsay, director of the Independent Schools Information Service, last Friday.

Speaking to parents at Hancroft's School, Essex, he put forward an alternative to the Government's plan to abolish direct grant schools.

The quote of free places should be ended and all parents should pay means-tested fees. This would avoid the anomaly of the clever children of wealthy parents benefiting from a free place which is possible under the present system.

Schools should be comprehensive up to the age of 14. This was an idea proposed by Mr Stuart Macdonald, recently in the TES.

Mr Lindsay also suggested that boarding places should be increased and a new list of direct grant schools drawn up to ensure a wider geographical spread. This would include some voluntary schools. Existing direct grant schools would not be automatically readmitted.

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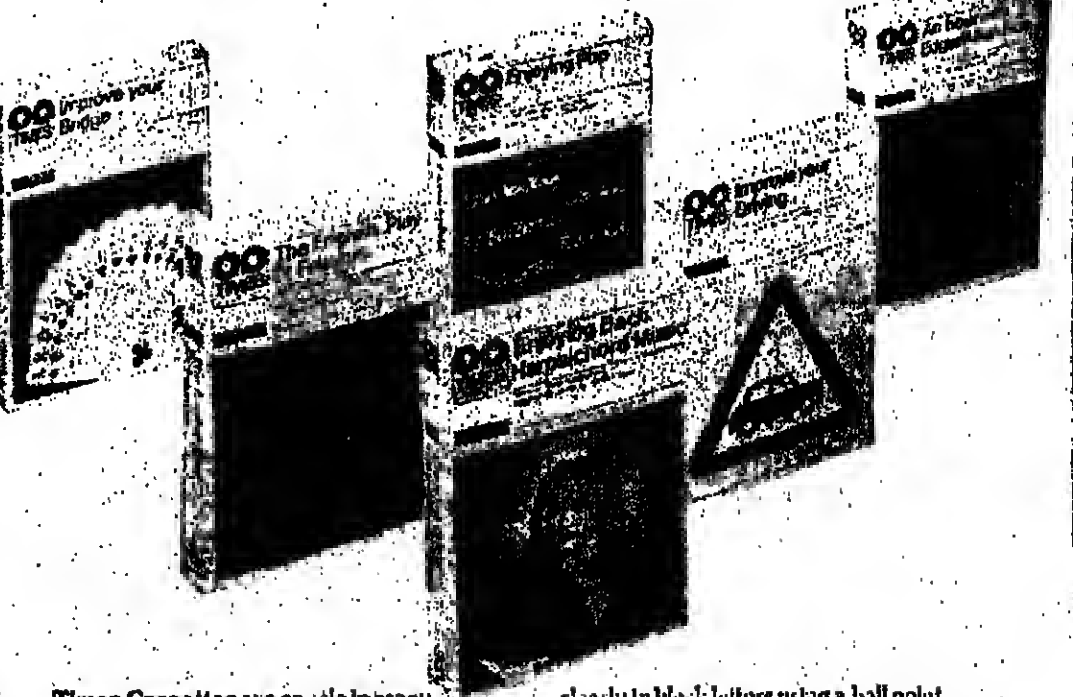
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More isn't always merrier

Children from large families seem to have more than their share of problems at school. And, by and large, the problems get worse, the larger the family grows.

A report by Mr Ken Fogelman, of the National Children's Bureau, points out, that, by the age of 11, a child with three older brothers or sisters and three more younger than himself is likely to be 25 months behind an only child in reading ability and 12 months behind in mathematics. He is also likely to be about 3.9 centimetres shorter and far less well adjusted socially.

This trend has shown up in almost every study of child development. Mr Fogelman's figures, which are based on the National Child Development Study's 1969 follow-up of the 16,000 children born in one week in 1958, are probably the most reliable ones available.

But why does it happen? Do large families really penalize the children who belong to them. Or is their poor performance a side effect of social class? Large families are

known to be more common further down the social scale, where a child's chances are bound to be worse for a number of social and environmental reasons.

Mr Fogelman went back through the results of the 1969 survey, to test this. He found, as expected, that most of the large families were in the lower social groups. Only 3 per cent of children in social classes I and II were from families of six or more, while nearly 52 per cent were from families of five or more. At the other extreme in social class V, the proportions were 21 per cent and 28 per cent.

Large families were also more common in the poorer parts of the country, and—another sign of poverty—they were far more likely than other families to be living in cramped ill-equipped accommodation.

But when he analysed the material more precisely to separate out the influence of specific background factors upon performance, it became clear that family size was a force in its own right. The most striking proof of this was that children in the same social group did worse the larger the family they came from.

The importance of family size did vary, however, in some respects. In reading and mathematics, social class was the most influential single factor in determining a child's progress. But once a child had three or more siblings, older or younger,

Heavy strain on mothers of handicapped

A study in South Wales has found disturbing signs of stress among the mothers of severely disabled spina bifida children. All the mothers in the sample had high scores on a stress index, but there was a sharp escalation when children were completely immobile, incontinent and had IQs below 80.

There were 51 mothers in the sample, all with a child born between 1956 and 1962. At the time of the study, the children ranged in age from nine to nearly 16. Brian Tew and K. M. Lawrence of the child health department at the Welsh National School of Medicine asked the mothers to complete a special test questionnaire, known as the "malaise inventory".

This investigated various aspects of physical and psychological health. Among the questions the mothers were asked were whether they ever flew into violent rages, whether they suffered from digestive upsets, and whether they felt tired most of the time.

The resulting scores did not increase in a steady progression with

the degree of overall handicap. Mothers of children with moderate handicap seemed to suffer little more strain than those whose children were only mildly handicapped. Moderate handicap meant mobile, but only with help and only partially continent. Mild handicap meant mobile without help and totally continent. Average scores for both these groups were around five index points.

But those whose children had severe handicap—completely immobile, completely incontinent—scored more than nine points.

When the various aspects of handicap were separately examined, immobility emerged as the most depressing factor, followed closely by low IQ and incontinence. But on each count, the scores of mothers whose children were affected by this handicap were almost twice as high as those whose children were without it.

One result puzzled the researchers. Mothers whose children were at normal schools showed only half as much stress as those with children at special schools, although almost all the special schools were residential and might therefore have been expected to lift some of the burden of care from the mother's shoulders.

The explanation, they think,

was about as badly as they could be. It was about as badly as they could be. It was about as badly as they could be.

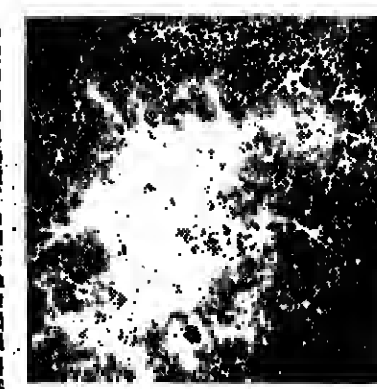
Special adjustment more strongly influenced and parental involvement in child's school life than family size. Yet, once again, from a family of four to a family of five, the disadvantage as a child in the lower social class, and in the middle of a family of five, had a greater disruptive effect on the child's physical development.

The explanation Mr Fogelman put forward is the large number of children upon parental resources. In rural deprivation areas, there is space and more time to be physically developed from large families.

But not enough money, parental time and interest, likely to be strained, in rural deprivation areas, there is space and more time to be physically developed from large families.

But not enough money, parental time and interest, likely to be strained, in rural deprivation areas, there is space and more time to be physically developed from large families.

Is this a source of cosmic energy?



Exploding star.

Where do the cosmic rays come from? For several years, this question has puzzled the physicists, who have two awkward alternatives to choose between.

One explanation is that the cosmic rays reaching the earth are produced within our galaxy, in which case it is hard to understand why the most energetic of the cosmic rays appear to arrive uniformly from all directions in space—they are not, for example, predominantly in the plane of the galaxy.

The alternative is that the cosmic rays we observe are produced by all the galaxies in the universe, which accounts well enough for the uniform spread of the energetic cosmic rays but leads to serious problems in understanding where all the energy comes from. For if the cosmic rays observed at the surface of the earth (or, more strictly, at some height above the atmosphere) are typical of the cosmic rays distributed through the universe as a whole, then the amount of energy filling intergalactic space turns out to be a substantial fraction of the energy of the universe as a whole.

As with most dilemmas of this kind, the truth is probably somewhere in between the two sharp extremes, but it has been uncommonly difficult for people to strike the right kind of balance.

One of the difficulties has been to decide how cosmic rays are pro-

duced in the first place, given that they are known to contain single particles such as protons with an energy equivalent to that produced by an electrical potential of 10¹¹ volts—in millions of millions of volts or some 30 million times as much as the energy of nuclear particles from the most powerful accelerating machines now in operation.

Not so long ago, people were thinking that these exceptional particles might be the result of the collision of less energetic particles with the moving knots of magnetic field scattered through the galaxy (which can be recognized by the radio-astronomers as permeating most interstellar clouds of gas). Now it is more plausible to think that they come from exceptional stellar events—exploding stars such as supernovae, for example.

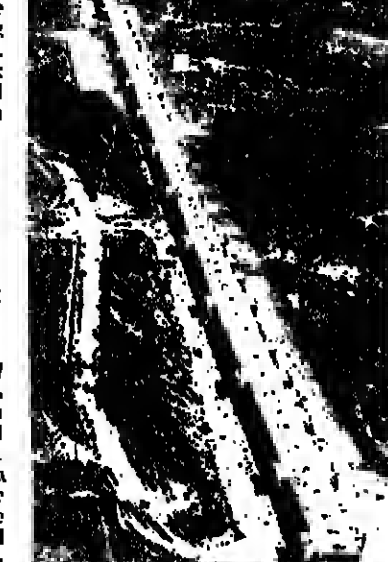
So it is pleasing to report that Dr Stirling Colgate of the New Mexico Institute of Mining and Technology has put forward what seems to be a sensible basis for a compromise between two radically different points of view. He starts with the supposition that most of the energetic cosmic rays come from exploding stars. In our galaxy and others within the Galaxy, Review Letters on May 5, he goes on to argue that the contribution of cosmic rays from our own and from distant galaxies in the cosmic rays observed at the earth will be a delicate balance between the rate at which supernovae occur and the rate at which cosmic rays produced in one galaxy will escape and travel first into intergalactic space and then in some other galaxy.

The notion that galaxies act as traps for cosmic rays requires some explanation. What happens is that the magnetic field that permeates our galaxy and others, although exceedingly small compared with the magnetism of the earth, is sufficient to prevent all but the most energetic particles escaping. And even those that manage to get away are likely to be trapped in the galaxy for anything between 10,000 and 100 million years.

What is convincing about Dr Colgate's compromise is that he is able to show that the amount of energy carried into intergalactic space by escaping cosmic rays is small. What seems to clinch his argument, however, is that he is also able to show that, about 10¹¹ volts, the rule that cosmic rays arrive uniformly from all directions should

apply. But there are some signs that the directions from which they arrive are not uniformly distributed over the sky.

The only snag is that Dr Colgate's argument leads to the conclusion that there must be one supernova explosion every 50 years—and that is a bit on the high side.



Two-mile tunnel of the Stanford linear accelerator.

begin to break down, and that there should be a tendency for them to be concentrated in the plane of the galaxy.

So far, only 101 cosmic ray particles with a greater energy have been found—a task which involves the use of vast arrays of instruments on the ground to detect the showers of atomic particles produced by the impact of an energetic cosmic ray particle on the upper

atmosphere. But there are some signs that the directions from which they arrive are not uniformly distributed over the sky.

The only snag is that Dr Colgate's argument leads to the conclusion that there must be one supernova explosion every 50 years—and that is a bit on the high side.

The saga of the μ particles—the new particles of matter discovered in the United States last November—continues.

The first particle to be found, independently at the Brookhaven National Laboratory and the Stanford Linear Accelerator Center, was roughly three times as massive as a proton. Technically, it has a mass equivalent to 3.097 million electron volts, a description that naturally involves the use of Einstein's old equation $E=mc^2$.

The particle was a surprise for two reasons. Nobody had predicted it and it lasts for much longer than it should, which is not saying much, for even so it disintegrates in 10⁻¹³ seconds (that is one ten-millionth of a microsecond).

Soon afterwards, the people at Stanford found a second particle with a mass equivalent to 3.694 million electron volts.

Science diary

by

John Maddox

disintegrate, half of them produce the lighter μ particle, and that two thirds of these disintegrations take place with the emission of a pair of μ -mesons with opposite electric charge.

Since the μ -mesons are the particles responsible for building atomic nuclei together, the suggestion is that the heavier μ particle has some of the attributes of nuclear matter. But the lighter μ particle, when it disintegrates, tends to produce a pair of μ -mesons, the objects more than 200 times as massive but which seem otherwise identical with the electron, which suggests that the lighter μ particle is not a manifestation of nuclear matter in the ordinary sense.

All this will set the high-energy physicists into another bout of puzzlement. As an outsider, I am puzzled that for a matter of a century, the physicists have accepted the existence of the μ -meson as a kind of heavy analogue of the electron without having a convincing explanation of its existence. When asked about it, they tend to look embarrassed or at their shoes.

And so now my guess is that the μ particles themselves could turn out to be explicable only in terms which account for the μ -meson as well. More rashly, I would guess that when the job has been done, the conceptual framework which has grown up in the past few years to account for the existence of these curious manifestations of matter will have to be thrown away.

That suspicion is, of course, the reason why the physicists are so excited at these new developments.

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Careers Guidance: Helping the Non-University Entrant, 9-11th June, University of Stirling

Aim: To help teachers and careers officers who are providing guidance in Scottish secondary schools for pupils who will leave at 16/17 years without any academic qualifications or with only a limited range of O and/or H grades. Case studies will be a feature and participants may submit difficult cases of their own for analysis. Aspects to be covered: planning and implementing careers programmes; careers literature; audio visual aids; use of aptitude tests and interests questionnaires; work experience; the role of parents; and the contribution of the further education sector.

Careers Guidance: A Strategy for the Future, 14-16th July, King's College, Cambridge

Aim: To inform guidance practitioners about current and planned developments associated with careers work in Britain and to help them define priorities in their own work in the light of the strategy evolving for the future. Contributors will include Professor Donald Super, Columbia University, New York (Honorary Director-designate, CRAC); David Pollock, Polytechnic National Institute for Careers Education and Counselling; Dr Peter Davis, Senior Lecturer in Education, University of Keele; Harold Jones, IML.

Business Careers, 14-17th July, University of Nottingham

Aim: To train careers and subject teachers in the use of business games, simulations, case studies and other classroom materials designed to give sixth-form pupils an appreciation of business careers. The materials can be structured into existing careers programmes or general studies courses.

16-19: Guidance in the Sixth Form, 21-24th July, University of York

Aim: To provide basic training in areas relevant to the needs of the 16-19 year old group. Topics will include: management and organisation; curriculum planning; the route to higher education; interviewing techniques; the use of interests inventories; and the role of the school counsellor. Course Director Phyllis Taylor, Headmistress, Walthamstow High School.

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West Germany

Unemployment rises as cutbacks bite

by David Dungworth

About a year ago the first predictions were being made that West Germany would have a large surplus of teachers by the end of this decade. Now, as a result of economy measures introduced by Zehner, finance ministers, teacher unemployment has already become a reality.

Both trainees and those who have just qualified are experiencing varying degrees of difficulty in obtaining posts depending on three main factors: the *Land* in which they wish to teach, the subjects they are able to offer and their grades in the final examination.

The situation is most serious in Bavaria, Hesse and Rhineland Palatinate. The Bavarian estimates for 1975/76 are that 300 qualified teachers will be unable to obtain posts in grammar schools, 700 in intermediate schools and 450 in primary and secondary modern schools.

In Rhineland Palatinate applications from 80 teachers who quali-

fied with grade 1 were rejected and a further 80 with slightly better marks were invited to re-apply later in the year. Only 241 trainees were offered places on February 1 and the remaining 471 who applied will have to wait until August 1.

Hesse has opened a waiting list for 585 trainees who were unsuccessful in February and Hans Krollmann, Minister of Education, expects about 2,000 teachers to be unemployed next year. The costs of absorbing them all would be an extra DM 80m (over £14m), an unrealistic burden for the educational budget in the present economic climate.

Baden Württemberg, Bremen, Hamburg, North Rhine Westphalia and Schleswig Holstein have absorbed all new entrants to the profession so far. However, they expect the demand to exceed the number of posts available during the next 18 months and applications from other *Länder* are likely to be appointed only if they

can offer the subjects in which there is still a shortage — mathematics, sciences, sport, art and music. Teachers' organisations have dominated the failure of attempts to provide enough schools for all qualified candidates. They have frequently pointed out that class sizes are too large, there is a lack of staff to teach the considerable number of additional personal and social studies.

Estimates of the number of teachers required in the whole vary widely. The Federal Committee for Educational Training is 500,000; while the *Land* of Hesse and Schleswig Holstein is at about 800,000. It is, however, thought that there will be a considerable number of unemployed within two years.

West Indies

Exams board 'clinging to past'

from David Walker

PORT OF SPAIN
Anger is growing among academic and teachers in the West Indies at the apparent failure of the new Caribbean Examinations Council to change the system of school examinations in the region.

The council, which will probably examine pupils in a few subjects at "O" level in 1977, was planned to replace the Cambridge University overseas examinations scheme which still serves most schools in the British West Indies.

But educationists are now worried that the council will be under-financed and so unable to introduce new forms of assessment and syllabus suited to the region's needs and that it will keep the traditional "O" and "A" level pattern instead of opting for some form of unified school leavers' examination.

Cambridge University has been the main formal examining body in the British Caribbean with London University organizing a small number of papers mainly taken by private students. In Jamaica a local school certificate has been introduced, though for most jobs and university entrance "O" and "A" levels are still preferred.

Last year, for example, over 3,000 students in the British West Indies took Cambridge "A" levels. Despite the differences in population in favour of Jamaica there were as many candidates at the examination in Trinidad — a fact



Jamaican school: changing the curriculum.

which has recently led to wrangling between the two countries over respective university entrance qualifications.

Paradoxically, the idea of an autonomous local examining body was mooted by Cambridge 10 years ago when the success of local schemes in East and West Africa was becoming apparent. Political difficulties prevented any action on the examinations council in the West Indies till two years ago when agreement was reached on setting up a secretariat in Barbados under a Barbadian registrar, Major Rudolf Daniel.

Although Cambridge has special West Indian syllabuses in subjects like history, many local teachers felt that local interests were not given enough prominence in the scheme of examinations and the first syllabus the Caribbean Examinations Council will organize are likely to be geography, agriculture and "integrated science".

Australia

Row escalates over rejection of 'political' professor

from John Kirkaldy

SYDNEY
In what is rapidly developing into a national issue, a leading Australian economist, associate professor Edward Wheelwright, has been refused a Chair in economics at Sydney University. Professor Wheelwright, a controversial and internationally known political economist, has already made five similar applications for promotion.

Professor Gordon Mills from the University of Kent, whose chief interests are economic statistics and operational research, has been appointed to the vacant vacancy by a 12-man selection committee.

The appointment has led 40 Labour MPs to sign a motion demanding a government investigation into Sydney University which they accused of political bias.

The economics department is split over the introduction of a course in political economics which started this year for first year students. Many staff and students feel that the introduction of this course has been hindered by the head of the department, Professor W. J. Hogan and other orthodox economists.

Professor Wheelwright has a world-wide reputation. His references for the Chair included Professor John Kenneth Galbraith and Professor Joan Robinson of Cambridge. Professor Wheelwright has written a standard textbook on foreign control of Australian companies. He is a director of the Commonwealth Banking Corporation and a member of the Government's Committee of Inquiry into the Manufacturing Industry. He has also recently received £100,000 in grants to start a unit on multi-national corporations.

THE TIMES EDUCATIONAL SUPPLEMENT 16.5.75

France

New look imminent for university courses

from William Farr

PARIS
Final proposals for the long-discussed reform of the second cycle of university level education—due to come into effect for the academic year 1976-77—are being considered this month by the Standing Conference of University Presidents and the National Council for Higher Education and Research.

And M. Jean-Pierre Solson, Secretary of State for Universities, has asked the presidents to make urgent provisional arrangements to meet the situation arising this year as students graduate for the first time with the new national Diploma of General Universities Studies (DEUG), created in 1973. The DEUG, now compulsory for all new students, marks the end of the first cycle of university studies.

The seven annually prescribed courses leading to the DEUG are multi-disciplinary, though each has a bias which is expressed in the title of the course and in the percentage of hours of study assigned to compulsory subjects.

The DEUG was created to offer students leaving after two years of university studies a general diploma that would have a value on the job market. The diploma is also necessary to gain access to second cycle specialised courses leading either in a licence or Bachelor's degree in one year or a Master's degree in two.

For students who have followed DEUG courses in law, languages and literature, natural sciences, human and social sciences traditional corresponding second cycle courses already exist.

But the problem now is that there will be many DEUG graduates wanting to continue their studies for whom no courses exist. This is the case in economic and social administration, applied mathematics and social sciences and applied foreign languages.

Suitable curricula are now being hurriedly worked out for these amid criticisms that the second cycle reforms should have been planned when the DEUG was first introduced.



M. Solson: extending autonomy.

The new courses are expected to have professional training as their main axis. When the universities submit proposals for authorization to offer Masters' courses in this new field they must specify the possible professions or jobs open to those who succeed in the courses.

As part of M. Solson's avowed policy of giving more autonomy to the universities, there will be considerable choice open to each institution as to how they organize the new courses. But they will have to use both continuous assessment and terminal examinations to fast progress.

While the greater freedom has been welcomed by the presidents, the National Council for Higher Education and Research, teachers' and students' unions fear that it could threaten the quality and standard of the degrees awarded.

The presidents are showing themselves increasingly willing to assume their responsibilities and to do what they are asked to do to adapt the universities to new situations. But they maintain that there must be more money for buildings, equipment and above all staff, if they are to function efficiently.

Sweden

Pay deal gives 27pc rise over two years

by A. C. Valgo

This spring's pay settlement, which runs for 1975-1976, increases the starting salaries of teachers by an average of 10.4 per cent for this year and a further 6.5 per cent for next. In cash terms this means by £43 and £29 a month respectively. Responsibility allowances will be raised by 15.20 per cent from July. Teachers' pensions go up by 7 per cent now and they will be automatically adjusted in the official cost-of-living index in the future.

Together with a host of other improvements the overall pay rise for the two-year period works out at about 27 per cent.

As the prices of consumer goods rose by only about 10 per cent in 1974 and are expected to increase by a lesser margin during this year, teachers are confident that their purchasing power will be safeguarded in the months ahead.

South Africa Union cleared of fund charges

Allegations of financial irregularities against the National Union of South African Students (Nusas) have been dismissed as unfounded by the Attorney-General of the Cape.

The allegations—by the government-appointed Schlebusch commission of inquiry into Nusas—implied that executive members of the union responsible for financial affairs had misused funds.

It was one of a result of the Schlebusch report—which contained a wide range of charges (TES, February 28)—that a number of Nusas leaders were banned by the government.

This meant that they could no longer hold office and are under virtual house arrest. Now that it has been announced that no proceedings are to be instituted against those concerned, attempts are to be made to get the five-year banning orders lifted.

Louis Hoitz

Italy

£1,600m building drive to fight overcrowding

from Dalbert Hallenstein

VERONA
A school and university building bill has recently been approved by the Italian Cabinet which allocates £1,600m to be spent over the next five years. A total of £400m will be spent on the universities and £1,200m allocated to school buildings. £66.6m will go to special school projects, £33.3m to the building of experimental schools, and the remaining £1,100m will be distributed for ordinary school buildings in Italy's 21 regional governments who are now responsible for assessing local needs and for handing out the appropriate funds. It is estimated that in 1973-74 there was insufficient school accommodation for 923,000 elementary pupils, 846,000 middle school pupils and for 712,000 secondary school pupils.

A previous five-year school building plan dating from 1967, for which £600m was allocated, proved something of a failure due to bureaucratic delays in spending the funds. In this period more than 30 committees and hundreds of official signatures were required before the building of a school got underway.

It was estimated that any approval of a school building plan took an average of three years. For this reason builders were extremely reluctant to present tenders to the government, rightly fearing inevitable and expensive delays which often resulted in heavy financial losses.

By placing the bureaucratic responsibilities in the hands of the regions, the government hopes that the former unproductive delays will be avoided and that their building of experimental schools, within the next five years.

101 countries for Third World meeting

A congress of Third World educators is to be held in Acapulco, Mexico, in August. Delegates from 101 countries will take part. The main goal of the congress will be to project for the future a basic

educational programme for the weakest sectors of society, and to achieve a better utilization of natural and human resources for the benefit of the Third World. Emil Zaborin

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LETTERS

Stark choice for direct grants

Sir,—I write in support of your front page editorial on direct-grant schools (May 2). It is now clear that Mr. Prentice and the "logicians" at Elizabeth House will present the schools with the stark choice of either abandoning their existing links with I.E.S.s.

The only way in which my school could enter the state system on Mr. Prentice's terms would be by closing down its boarding houses or losing its sixth form. Instead it will reluctantly revert to full independence, becoming academically as well as socially more exclusive in the process.

And even for the school which wants to go comprehensive, no money for new buildings will be available from central funds. According to the DES "Notes for guidance" dated May 1, such a school will simply have to take its place in the queue and wait for the I.E.S. to deal with its building requirements on the same basis, as to both priorities and programming procedures, as for maintained schools. It is a bleak prospect.

As you, Sir, remark: "This is no way to run a railroad." It is a pity Mr. Prentice did not pay less attention to logic and more to logistics.

STUART ANDREWS,
Chairman,
Direct grant subcommittee of the
Headmasters' Conference,
Hamp,
Norwich School.

Sir,—The headmaster of Bedford Modern School (letter, May 2) describes how his direct grant school and its sister school cooperated with the I.E.S. by offering free places at 13 plus to pupils who would otherwise have gone to local upper schools in the new three-tier comprehensive system. He adds this involved "random selection by computer to avoid creaming the new I.E.S. upper schools."

I share your hope that Mr. Prentice

may be persuaded to stay his hand. Mr. Kenbell-Cook's letter (May 2) shows what will happen in Bedford if DES dogma prevails. Here in Norwich a similar partnership between the direct grant schools and a comprehensive I.E.S. will be dissolved after six years of successful operation.

The only way in which my school could enter the state system on Mr. Prentice's terms would be by closing down its boarding houses or losing its sixth form. Instead it will reluctantly revert to full independence, becoming academically as well as socially more exclusive in the process.

And even for the school which wants to go comprehensive, no money for new buildings will be available from central funds. According to the DES "Notes for guidance" dated May 1, such a school will simply have to take its place in the queue and wait for the I.E.S. to deal with its building requirements on the same basis, as to both priorities and programming procedures, as for maintained schools. It is a bleak prospect.

As you, Sir, remark: "This is no way to run a railroad." It is a pity Mr. Prentice did not pay less attention to logic and more to logistics.

STUART ANDREWS,
Chairman,
Direct grant subcommittee of the
Headmasters' Conference,
Hamp,
Norwich School.

Unsolicited and senseless

Sir,—I have just received two long questionnaires from Oxford and Cambridge students which they are apparently sending out to a number of academic economists as part of their studies. One student enclosed a stamped addressed envelope, and explained why I was not going to answer the questionnaire, which he estimated would take half an hour; the other omitted even this courtesy.

Both questionnaires were on current attitudes to economics, although most of the questions—e.g. "Is economics a science?"—were hardly unknown when I read PPR 20 years ago.

In these days, however, we were encouraged to read few good books or articles on such questions, think critically about them, and express our conclusions. I cannot feel that finding out that, in a

small non-random sample, x per cent answered "Yes" and y per cent answered "No" and z per cent answered "Impossible to say" is going to help anyone. In the time the organizer devoted to this questionnaire, he could have got his own ideas straight on the question itself.

There are admittedly cases in which well thought-out questionnaires can provide interesting results. But the naive questionnaire I have received does not suggest that this is a suitable activity for students. May I appeal to the dons who, I assume, have encouraged them to spare us these unsolicited missives—or at least make them more intelligent?

G. HALLETT,
Senior Lecturer in Economics,
University College, Cardiff.

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While I am all in favour of direct grant schools finding a place in the comprehensive system, it should be pointed out that "random" is hardly the word in use in relation to this particular operation.

Only children with an IQ of above 100 were made available for selection by computer.

Only children whose parents wished them to be considered for places would be computerized. This, too, is obviously a selection procedure, though this time more governed by social class than by the IQ of the child.

Candidates for the direct grant schools had to be graded into bands of ability by their teacher. It may be the case (though this information was not made available) that equal numbers of pupils are selected from each band. If so, then clearly all of the very brightest children are likely to be selected because of the nature of the distribution curve.

If one is to have a comprehensive system or (and this is not the place to argue one way or the other) be the case (though this information was not made available) that equal numbers of pupils are selected from each band. If so, then clearly all of the very brightest children are likely to be selected because of the nature of the distribution curve.

E. C. HARRIS,
Faculty of Educational Studies,
Open University.

Beyond the professor's understanding...

Sir,—John Valzey (May 2) snipes at Dr. Mia Kellmer-Pringle's reasoned defence of spending money on the nurture and education of our children in their early years. His description of her statement as a "progressive diatribe" indicates that, in spite of his avowed admiration for her work, her valuable research and reports are perhaps beyond his understanding.

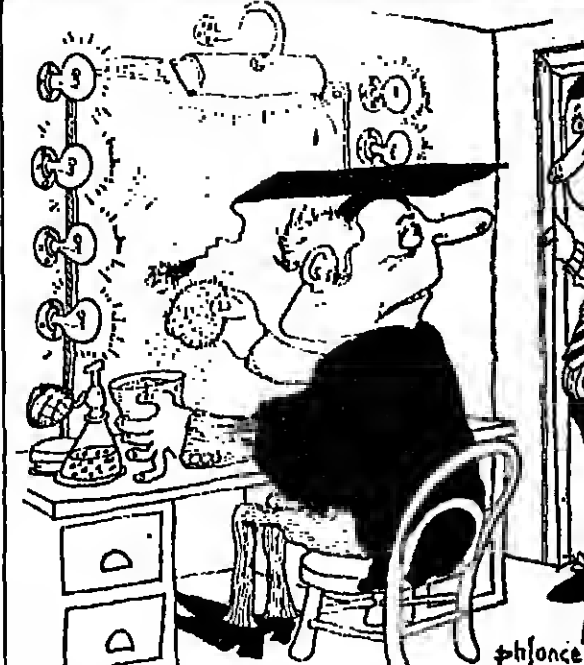
It may please Professor Valzey to suppose that only a few children are at risk in the class of more than 35 or 40. But it is only in the last year or so that any real attempt has been made to bring the size of primary classes to even this level. In underprivileged areas especially, primary teachers know this number is an unacceptable goal.

The findings that "increases in expenditure have not resulted in a dramatic rise in educational attainment" are scarcely surprising, and if Professor Valzey had studied Dr. Pringle's research he might have begun to appreciate that it is educational neglect in the pre-school and primary years that makes it impossible for very large numbers of children to succeed, however much money is spent or mispent on their education later on.

Pre-school and early education involves support and language and experience enrichment from birth onwards, both in the home, the pre-school and primary sectors. It is not just a crowded class of 35 individuals, each with different and pressing personal needs. If Professor Valzey is really concerned with the future of our country, he should spend his time on the very real problems of the child.

It may be that his article merely confirms the view contained in Dr. Pringle's "diatribe" that the state should spend less on the pre-school and early years of our most underprivileged children. It has resulted in a wasteful lack of progress in educational attainment. Black Paper supporters also please note.

MARGARET TAYLOR,
44 Montague Road,
Barnes, London.



"You're on in two minutes..."

Radical rethink at 16-plus

Sir,—Florry Judge (May 2) is right to suggest that the way to real progress in the secondary schools of the future lies in the abolition of the examination at 16 plus.

It would be unwise, however, to underestimate the inevitable opposition of the enormous examination industry to any such proposal. I suspect this is where the greatest obstacle will be found.

If it can be demonstrated, as I think it can, that the 16-plus examination is simply an unnecessary incubus, parents and employers are not likely to mind very much if the examination goes. Alas, all, if it is one can flourish a piece of paper, then all are on an equal footing.

But this does not mean that there can be no merit. Schools must, and the majority of them are quite capable of this—accept the professional responsibility of maintaining standards and of providing their pupils with a really significant report or profile when they leave.

If this is taken seriously (and it would be much more valuable to employers and parents than a mere CSE or GCE certificate), the need for an examination disappears. The only reason for an examination at 16 plus. What really does want it?

The soaring cost of CSE and GCE alone should make us think again about our present insistence on examining at 16 plus. The real advantage of abolition is educational, not financial.

The curriculum would be liberated from very damaging restrictions and a more continuous assessment within the schools would immediately become possible. This would be a real step towards a more continuous assessment within the schools.

It is sad that comprehensive reorganization in this country has not been accompanied by a dynamism to freedom from unnecessary examinations. Indeed, the reverse has happened. We are faced with proposals for one monstrous GCE/CSE and even an additional examination to be called the CFE.

This is not a plan for the total abolition of examinations. Dr. Judge has made a good case elsewhere for the abolition which makes a specific need, and at 18 or 19 the need for some kind of discriminatory process is obvious enough. But at 16 plus we have never known what we are trying to do because the examination is meant to serve no more purposes at once, none of which is

Suitable case for exemption?

Sir,—I write in considerable bewilderment at the bewilderment shared by the rest of the English department of this school.

We take the CSE examinations of the East Midlands Regional Examination Board, whose current Mode 1 syllabus states: "It is envisaged that four to five terms' work will be represented in each pupils' literature folio", and adds that "a minimum of 16 pieces of work is required".

There follow the words: "Where there are extenuating circumstances for a candidate's failure to complete 16 pieces of work, an appeal may be made to the board for the acceptance of slightly fewer pieces." This is normally invoked when a candidate transfers to this area, late in the course, from one where course work is not required. It has worked smoothly in the past.

This year, however, we had an unprecedented situation, when one of our candidates was an Italian girl who had entered this school in September, 1973, with an knowledge of the English language.

This meant, of course, that while she was in the school, she was starting to learn to understand English.

The development of her contemporary was starting to learn to understand English. She was starting to learn to understand English. She was starting to learn to understand English. She was starting to learn to understand English.

A few days ago, after three episodes (two of them against pre-emptive action), we were informed: "The correspondence about this girl in the comprehensive was considered by the examination committee and they have decided to accept her for special consideration to be given to her work."

As a footnote, I would add that, alerted by the uncooperative attitude of the board towards our school, whether 16 plus or 16 plus, we should be as free to complete the required work before the deadline; otherwise, as it has turned out, she would have lost the chance, fluro tallent, but through no fault of her own, of even 16 plus.

If we suppose that the girl was a native speaker of English, we should be as free to complete the required work before the deadline; otherwise, as it has turned out, she would have lost the chance, fluro tallent, but through no fault of her own, of even 16 plus.

At present, the schools have a choice of which to solve the language problem. The Public Schools have a choice of which to solve the language problem.

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CSE: successfully risen from its lowly estate

Sir,—Brian Hellyer's letter (May 2) suggesting that CSE be abolished because of its debased and diluted nature requires a reply.

My thesis is—and speak as a modest devotee of the value of CSE when it was first introduced—that CSE is no longer a poor relation of 11 level. Certainly it is

cradled in such a lowly estate, but through sheer endeavour on the part of teachers and administrators it has now raised itself to being a most important tool for the secondary school teacher.

One wonders—if Mr. Hellyer is right in doubting its value as a serious qualification—why it is that more and more employing agencies and public bodies are specifying their entry requirements in terms of CSE grades of pass?

Moreover, if Mr. Hellyer is a practising teacher, he ought to know that his criticisms on the debased and diluted nature of CSE have no validity. All he has to do is to sit down and write out his purities, then send it to a CSE board. After reasonable consultation with the board, he will have a Mode 1 CSE syllabus of which he will be proud. We might

even have a convert to CSE. Now to Mr. Hellyer's complaint of the expensive and time consuming activities of the CSE system. With this I have some sympathy, especially at this time in the school's year. But Mr. Hellyer's solution presupposes that the rescaling overall solution will be exactly the one which will dovetail with his wishes and requirements. How facile life would be if we could find the goniometer who tilted the requirements of all the pupils at the same time.

The truth, unfortunately, is that such a consensus is unattainable unless in syllabus and examination matters there is society.

This suggested alternative—a basic common core syllabus to be taken at any age from 12 to 16—would be helpful to me and, I suppose, more time consuming, more expensive and more unwieldy administratively.

M. T. DAVIES,
Headmaster,
Robert Clark Comprehensive School,
Bagenham, Essex.

Sir,—Should it not be incumbent upon those people who seek to prove

that CSE is nothing but a "soft alternative" in GCE to state their credentials and the experience which has led them to this belief?

We have no hesitation in saying that we consider the CSE to be a demanding and rewarding examination which provides an excellent measure of a candidate's attainment not only on the day of the examination itself, but also over the whole duration of the course, which in most cases is five terms and sometimes longer.

We affirm this test the views of your correspondent, Mr. Hellyer, are taken to represent the views of the teachers of this town as a whole. We estimate that we have incorporated 190 years of teaching English to support our belief.

R. G. MEATHUR,
Headmaster,
Collinswood School, Stevenage,
and the heads of English in nine
Stevenage schools.

Under Starters' orders

Sir,—The Aristides article (May 2) about me and my publishing activities flatteringly described me as "starrer of Macdonald Educational".

I am afraid I cannot claim credit for the inauguration of this extremely successful imprint. That honour belongs to several able colleagues of mine, and it is only fair to point out that my "Starters" and subsequent series published under the Macdonald Educational imprint were part of a policy set and pioneered by others before my arrival on the children's publishing scene.

PETER USORNE,
20 Garrick Street,
London, WC2.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

23 Instead of 90 places to fill, has been the first to "feel the pinch".

The injustice of the situation is manifest. Some children are to be denied a selective place because they happen to live in a part of the city where there has been stronger pressure on available places.

It is also highly doubtful how far it is a "pass line" in concept. It is a concept of progressive educationalists should be applied in circumstances, for which it was not originally designed. Because of the policy of the education committee, the number taking selective tests has been greatly reduced, and junior schools have not prepared their children for such tests.

Since the allocation of secondary places, the education offices have been inundated with complaints from parents whose choices of school have been ignored. They, too, the Birmingham electors in school, remain unconvinced by Miss Wright's arguments; they seem determined to maintain their right to decide on their children's education.

F. T. D. HALL,
Chairman of governors,
Handsworth Grammar School,

Handsworth Grammar School, has been the first to "feel the pinch".

The effect of those pressures was to deter all but the most determined parents from entering their children for the tests; for the first time, and all their alternative choices had to be comprehensive.

Morever, parents were given less than two weeks' notice in which to opt for the selective tests, and the chairman of the education committee implied, in press statements, that children who took the tests and "failed" would probably not get their second or third choices.

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The story of Countesthorpe

continued from previous page

what he said was a loud of rubbish—but you don't look for trouble so we didn't say nothing.

Some of the hostility can be traced to the personality and poor health of Tim McMullen, who disliked confrontation and disliked appearing tense and arrogant when dealing with opposition. There is no doubt that while he was extremely successful in getting across the aims of the school to the national and international education world, he failed dismally with his local constituency. And the teachers were too busy more getting the place running to do the job.

Under increasing illness and strain, McMullen suddenly resigned in the fourth term, leaving the school to carry on for a term without a head. Many teachers thought it was the end—the authority and governors would never appoint another head who would stick to the democratic organization of the school.

They were wrong: the job went to John Watts, an experienced head, who emphasized at his interview that he stood squarely behind McMullen's conception of the school. Watts's public personality could hardly have been more different from McMullen's—he exudes confidence and reassurance. He announced to the staff that he would get on with improving the school's public relations, while they developed the school.

But he made it clear he was not going to pussy-foot about objectives, in the interests of a quiet public life. In an early paper (the history of Countesthorpe is littered with papers, by staff and, more recently, by a few students) he wrote:

"If our objective is to assist the students in taking increasing control of their own destinies, to question assumptions, to solve problems by being inventive and trained to envisage speculative alternatives, we are bound to meet conflict within an industrial society that sees schools principally as the sorting house for employment."

"Even among those who have looked closely enough to realize that we have not just sold out to the students, that they do not do as they please, that a continuous dialogue of guidance exists, there are many who will object because the teachers are failing to dictate the fields of study, failing to insist on a sense of respect for the respectable, failing to establish an institution whose

form of government implies an unquestioning obedience to authority."

When Watts joined, the way had already been charted, so far as internal organization was concerned. From the first year the debate about what to do with "non-involved" students had become more intense. Some, including Tim McMullen and John D'Arcy, his deputy, had come to think that the way ahead was to keep the basic organization, but increase and enrich the options for non-academic students. Some specialist teachers had wanted to abandon the idea of a "core" curriculum altogether.

Others—including Michael Armstrong, whose articulate, creative and intellectual approach to curriculum has been crucial in the development of the school, and Di Griffin, then head of the remedial operation, and now to be second deputy head) whose practical and experienced determination in the school work has been an important stabilizing anchor in the storms—had wanted a total change of organization.

The last group had proposed the idea of breaking the school up into "mini-schools", with teams of teachers taking full responsibility for the pastoral and academic care of groups of 120-150 students.

They had argued that if the school was to meet its fundamental principle of developing the autonomy of students in directing their

own studies, teachers must know both their subjects and their students well. And teachers needed to be positive, forceful and ambitious in their expectations of students.

"We have neither sufficiently demonstrated to students the strength of our own content, nor values and interests, nor have we shown sufficient regard for theirs", they wrote. The key problem was the separation of pastoral and academic matters: you cannot guide students unless you get to know them really well by teaching them.

"We need to look for ways of placing the pastoral system at the centre of the learning system of the school, without destroying the excitement and opportunities of specialization". Teachers would get to know students not just as people, but as learners, and not just in one subject, but across the curriculum.

So the "team" idea, which is perhaps Countesthorpe's most significant contribution to ideas about secondary organization and curriculum, evolved. Incoming fourth year students were divided into the "core" disciplines of English, social studies, and maths.

Three three fields were covered in "team time", taking up about half the week. Each team teacher had a tutor group, and was directly and immediately and continuously responsible "for the social and academic progress of their students."



John Watts teaching on O level class—including four mothers.

In the rest of the time, students' options that could not be fitted into the team time were used for other subjects, but if they could not be fitted into the team time, they were not taught.

So the third year began with a curriculum that was to be crucial in the success of the school. At that time a great deal of damage had been done in terms of parent and staff opinion. There was genuine concern of parents whose children were at the school, or about to go. Many felt that the school was taking young children away from their parents, and that the school was not doing enough to help them.

The upper school was part of which also includes an 11-12 year school which the high school built. It was a sensible economy that compounded the difficulties of a radical school for older students.

The worries eventually found a solution. A petition of 411 people—mostly parents and teachers—was signed and presented to the Local Education Authority. The petition was signed by 411 people—mostly parents and teachers—was signed and presented to the Local Education Authority.

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school had an accidental disaster—a major fire, which took out the administration and resource areas.

So when Mr. Thatcher gave the go-ahead and the team of 11M inspectors arrived in October 1973, the high school had been out of the building for just three weeks, and the upper school was operating partly in temporary buildings. The new academic and pastoral organization had been operating for one year, and the sixth form was only in its second year. Not surprisingly, the inspectors were pretty unhappy about the job.

A heavy veil of secrecy, played down by Crompton copyright, is drawn over the workings of full inspections, and their results. (The school and the governors asked that the report should be published, but the DES refused.) The staff seem to have found the long discussions with individual subject inspectors extremely helpful and often supportive, but the whole occasion somewhat bizarre.

The careful rituals of an inspection, no doubt evolved in the interests of maximum discretion, set uncomfortably in a school where everything was deliberately made open to staff, students and parents. And specific things, like the timetable analysis the inspectors use, could not be made to fit the very individual timetable.

When the report came out in June, 1974, the Leicester Mercury leaked some of it, giving a fairly balanced report as far as the facts were concerned under disaster headlines. This led the local authority to hold a press conference which revealed the main findings. The inspectors had found the school was excessively dirty and damaged, that there was a lack of "social control", but that they noted an incidence of violent behaviour or theft. Attendance "compared well with many schools".

Good standards had already been achieved in some subjects, and many others showed promise. They found GCE exam results neither better nor worse than they would have expected at that stage of a new school's development, and were confident that they would improve GCE results were generally sound and in some cases impressive. They found exceptional warmth and trust between staff and students.

At the press conference, it became clear that specific accusations that had been made about political bias in the teaching, lack of attention to religious education and violence and criminal behaviour by students had in no way been borne out by the inspection.

Nor did the inspectors criticize the way the school was organized, with its collective decision-making and radical system for appointing staff. What the report did say was that too many innovations had been carried out at the same time, putting the school to jeopardy.

In calling for and getting a full inspection, the critics of the school had done their worst. The education committee set up an sub-committee to investigate the school further. They are still at work. But a mass meeting of parents to discuss the report overwhelmingly supported the school (the parent-teacher association and the governors had already made loyal and supportive statements, the governors saying that many things criticized by the inspectors had already been put right). Hostility at the parents' meeting was mainly directed at the reporter from the Mercury.

Most parents were by now incensed against sensational publicity about the school. A solid effort had gone into informing them about what was happening, and the risk of effort that, from the start, the staff had put into solving the problems of individual children and keeping in touch with their parents was beginning to pay off.

One major local worry—that Countesthorpe students would somehow be unfit for employment—vanished as it became clear that all leavers were getting jobs, that good relations with employers were being developed, and that the first sixth form were successful in getting higher education places.

And the full inspection report had one positive result—last summer the local authority put in hand repairs and redecoration, much of it needed since the summer of 1972. That simple action had a huge effect on the morale of staff, students and parents. The school looked good for the first time since its first year (it still does).

All through this fourth year, the staff and students felt they were being asked to defend themselves against accusations which, when mild, went back to events in the first two years of the school. They really felt that the school was working better than ever before. One large factor in the early troubles had been that the school population was 11 to 14, with the biggest and most powerful students, the ill-disciplined fourth years. It was only when the high school moved out and a sixth form had grown up, that the school could really begin to work as it planned.

One result of all the troubles was that the community side of the school developed somewhat separately from the rest. Good standards in the home, in the streets, in the schools for children, there is a circle for mothers while they use some of the facilities of the school, a community council is well established and there is a wide range of evening activities.

Countesthorpe has been remarkably successful in integrating parents in the normal activities of the school, both as activists and GCE "O" and "A" level courses. But the main effort of the school and staff as a whole,

as opposed to the special community staff, has been to get the upper school going.

The early history of the school raises some uncomfortable questions. One of the most obvious is about parental choice. Should parents virtually be forced to send children to a school that sets out to be different?

But if the experiment has validity, it is mainly because it has been proved to work for most of a comprehensive intake—there is plenty of evidence that progressive schools suit a self-selected minority. If it is professionally irresponsible for schools and teachers to subject children to change for its own sake, it is equally irresponsible to try to maintain a system that is failing to educate many children simply because the public distrusts change.

If—as will clearly be the case in the foreseeable future—most parents have very little choice between secondary schools, how much attention schools should pay to specific wishes of parents is an important question. Their parents' criteria that must be met, particularly in terms of exam results, which determine the life-chances of students, and provided social behaviour and academic results are at least average, how far should teachers, as professionals, be able to experiment in order to try to improve the education of all children, both academic and non-academic and, indeed, to try to break down that tight and destructive distinction?

There is no doubt that Countesthorpe, in the first couple of years, asked parents to take too much on trust: it needed a long process of discussion to make it clear what they were trying to do. But how far they could have succeeded in persuading parents that their ideas might work, before trying to put them into practice, is another matter.

In an important sense, for parents and children, the proof of the pudding has been in the eating. Students frequently say to you: "My mum and dad still don't like it much, but as long as I'm happy and doing all right they put up with it." And many parents who signed the original hostile petition are now recruited in the school: they say their demands have largely been met.

Call for "accountability"—and there have been plenty in Leicester during the Countesthorpe saga—are fine if they mean long term accountability in terms of schools, producing results that are acceptable to the public, whether parents, employers or universities.

But too much attention to parents' wishes—in matters ranging from timetables and rules and corporal punishment to teaching methods and homework—may well, in fact, prevent teachers doing the best possible job of education, the greatest possible number of children.

One irony of the story is that the only

traditional element left in the management of the school—the governing body—in fact saved the original conception from defeat. Countesthorpe was lucky: its patrons, and in particular the chairman, Dr John Taylor, have been exceptionally resolute through the troubles. They had an early chance to compromise when McMullen resigned, and refused, appointing a successor determined to see through his policy, and standing behind him during all the troubles.

Some original members of staff blame the initial burst of publicity for some of their troubles. In particular, they say, it set others in the Leicestershire school system against the school. John Watts maintains that it would have been very difficult to carry on in the teeth of all the local opposition had there not been a constant and mainly admiring flow of visitors to the school from the rest of Britain and from abroad.

But the most important question is the one raised by the HMI's report—did Countesthorpe try to do too much too quickly, and by imitating on all fronts, jeopardize the success of the experiment? There is a tendency among fairly friendly people in the Leicestershire midlands, and among parents who have become reconciled to the school, to make Tim McMullen the scapegoat for early difficulties.

But the most interesting thing about the Countesthorpe story is that there has been no compromise whatever of McMullen's original plans for a school run on the basis of participatory democracy. Where there have been changes, they have been to make the school more radical, and it has been those changes which have helped the school to "settle down".

John Watts and the staff firmly believe that if the school had not tried to do everything at once, they would have been prevented from doing much. Certainly, progressive schools that have taken things more slowly at the start have aroused as much distrust among parents as Countesthorpe. And the evidence of the local political reaction was as much to do with the politics of local government reorganization as with the degree of radicalism of the school.

The Countesthorpe story has plenty of lessons for schools and authorities who might want to move in the same direction. But the experiment cannot be judged on the painful technical troubles of the school (especially since the most hostile opponents have not been able to use the leaked HMI's report to prove that the first pupils suffered in educational terms). What matters is whether it has got to, now that the school is fairly settled and established.

Next week: Countesthorpe in practice.

Education and cultural revolution

In Lima's state schools now children are told to bring newspaper cuttings on Indian culture to history lessons, and articles on Peru's role in the Third World to geography classes.

Though insignificant on their own, these examples say much about the innovations and shortcomings of Peru's educational reform. Short of newspaper clippings reflects Peru's shortage of textbooks. But the choice of articles is a deliberate attempt to put education into a Peruvian context. In terms of the past, this means nothing less than a cultural revolution based on a revaluation of the Peruvian Indian. In terms of the present it is an attempt to insert education in the context of the other revolutionary changes that are now taking place in the country.

Before the Military Revolutionary Government of General Juan Velasco took power in 1968, Peru's education was a cesspool of domination and inefficiency.

At Maricham College, a British institution, and for long considered the best private school in Lima, for instance, boys are taught mathematics in English, a strict British curriculum is observed and the general tone of the place is not to equip children to live in Peru, but to make them socially acceptable for Europe. It follows that only Lima's elite can afford to send their children to Maricham.

Other Latin American countries, former colonies of Spain, later dominated by Britain and the United States, have similar anomalies, but in Peru the problems of subordinating a majority national culture to an elite foreign one were compounded by the country's exceptional diversity of languages.

This insistence on Spanish as the national language in schools automatically frustrated the cultural development of more than five million people, or 40 per cent of Peru's total population whose native languages are either the Highland Indian idiom of Quechua or

aymaro, or the tribal idioms of the eastern Amazonian jungles.

As well as this grievance, Lima's Linguistic Institute records: "It was common for teachers to punish pupils severely for not understanding their instructions or for not speaking Spanish properly, and this reinforced feelings of inferiority among the Indian population."

Add to these language and psychological problems, all the problems that go with being a marginalized people—over-population, malnutrition and poor housing, and one has gone a long way to explain how even during the previous civilian administration, when investment in education tripled, the rate of school desertion indicated failure.

From 1958-1968 4.8 per cent of Peru's GNP went on education, one of the highest percentages in Latin America during that decade. None the less, the average rate of school attendance was only three years, and the rate of illiteracy, which could not be maintained, grew to comprise more than five million people.

Given this poor record, when the government of General Velasco embarked on a series of reforms in 1968 aimed at reducing the country's foreign dependence and underdevelopment, it followed their education reforms with a campaign to change the curriculum, to change the content of the curriculum, to change the methods of teaching, and to change the objectives of the curriculum. It was a key objective of the Revolution.

Making a clear break with both the elitism and inefficiency of Peru's past education system, the new reform launched in March 1972, divided from two basic principles: the education must be available for everyone and the school must progressively take place in a classroom.

From the second principle it follows that the orientation and responsibility of education is shifted away from schools into the community. At the same time rigid curricula give way to practical innovation.

But while recognized as humanist and innovative, the obstacles to implementing these principles are so formidable as to make the chances of success slight.

Consider, for example, the fundamental problem of illiteracy. The Government has set a target of 1980 to wipe out illiteracy in Peru, which means a success rate of roughly 20,000 candidates a year. But both bilingual experts and a director in the Ministry of Education describe this target as "a huge over-estimate".

According to the reform, each minority group's language and culture must be respected. Indian groups must be taught to be literate first in their own language and only after in Spanish, to avoid the cultural domination of the past. In Peru this is a complete innovation.

However, technical and practical problems abound. Including tribal idiom, there are 78 different languages in Peru (78 different languages, one in many) apart from Spanish, which means that if the literacy programme is to be strictly applied, teachers proficient in an equal number of languages must somehow be found. Peru, however, has an acute shortage of ordinary teachers, let alone bilingual specialists.

There are an estimated 110,000 teachers in Peru at present, or roughly one for every 60 pupils. The government is trying to remedy this imbalance, but no remedy, it seems, can be put up with the pace of Peru's population, which grows at an annual rate of 3.1 per cent. Most of the teachers are concentrated in Lima and are therefore in a poor position to teach outside the capital where the need

is greater—this in spite of the fact that the country is de-centralized.

There is also the difficult matter of training. This is essential if the reform is to be carried out. The government plans to train 110,000 teachers by 1980.

However, from the fact that the teachers have attended their own teacher training, the older teachers are already trained do not want to change their methods, but the younger ones are not yet trained to teach.

In addition to the problems of training and teachers in Peru, a further problem on the reform process is the lack of resources. The government's educational budget is small, and the government is a way of overcoming the problem of a shortage of resources.

Indeed, the community centres or NECs, which are part of the reform, seem ideally suited to remote highland, peasant communities. Peru's social and economic problems are represented by a way of adapting the reform to the country's needs.

However, while some NECs have been set up, most of the 277 now functioning in the country have yet to be established. Without aid from the Ministry of Education, the NECs are virtually non-existent.

Language differences are a major problem and are being multiplied by the problems of Peru's educational system, and the government is trying to remedy this imbalance, but no remedy, it seems, can be put up with the pace of Peru's population, which grows at an annual rate of 3.1 per cent.

This tendency, to be certainly, to be a major problem and is being multiplied by the problems of Peru's educational system, and the government is trying to remedy this imbalance, but no remedy, it seems, can be put up with the pace of Peru's population, which grows at an annual rate of 3.1 per cent.

Jane Monahan looks at some ambitious reforms taking place in Peru

get went on teachers' salaries, and ministry personnel and teachers estimated that as much as one-third of their time was spent on filling in forms.

In these respects the situation is improving, but there is a new, different bureaucratic risk, that of overly becoming an end in itself.

The original investigations of the consultants that devised the reform are a case in point. For almost three years, from 1969 to March, 1972, when the reform was finally launched, international and Peruvian experts mulled over ideas. They drew on results from research on bilingual education, on linguistic theories about bilingual education, on first-hand experiences of the Chocoma Cultural Revolution, and especially on the experiences of Paulo Freire, whose work among peasants in Brazil's impoverished North-East became a model for educational reforms in developing states.

In spite of all this, officials still describe Peru's educational reform as being "laboratory" or "pilot" areas, only adding that just a few weeks ago another commission was formed to define Peru's new political culture.

Clearly the dangers of over-bureaucracy persist. But unlike past governments, who have tended to throw up their hands in despair, the present one seems aware of the limitations and obstacles to educational reform in Peru, and is none the less trying to change something.

Running through the entire reform is the emphasis on making "poor" areas of the country change in their own socio-economic context, as well as at a national level. For a moment, this is what putting education into a Peruvian context now amounts to.

Hence the geography lessons based on "poor" areas of the country, the emphasis on bilingual education, on teaching in a community context, and even on the need to reform the bureaucracy. Hence, an important symbol of the reform, the introduction of a "single" uniform for all school children, and an attempt to reduce the differences between the rich and the poor.

This tendency, to be certainly, to be a major problem and is being multiplied by the problems of Peru's educational system, and the government is trying to remedy this imbalance, but no remedy, it seems, can be put up with the pace of Peru's population, which grows at an annual rate of 3.1 per cent.



Outside Ayacucho in Peru's southern highlands, a teacher of peasant origin works on the alphabetization course with one of the villagers.

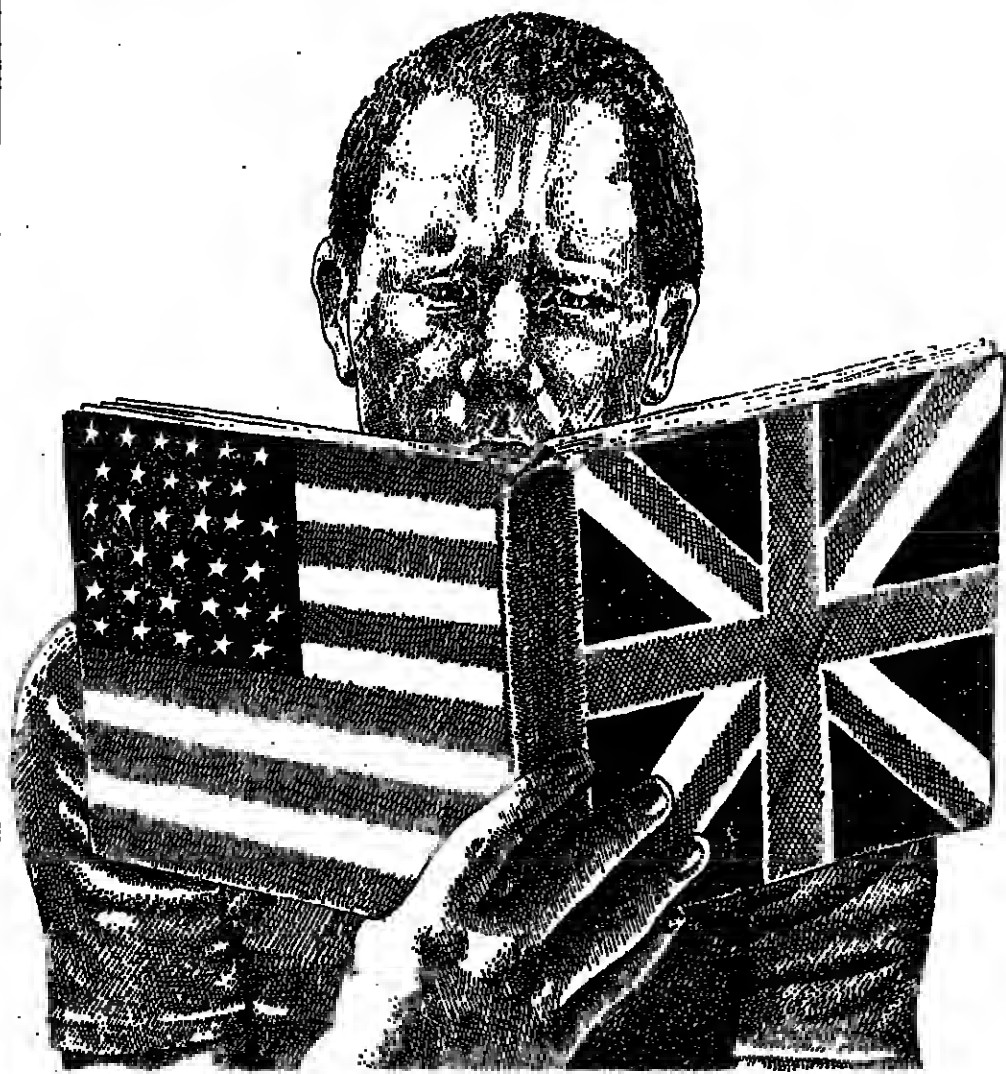
between "white" pupils, who go to private schools, and Indian children, who go to state institutions.

Not is the campaign of "contamination" restricted to education. It is to increase the awareness of teachers, for example, that under Peru's press reform introduced last July, one paper, *Expresso*, is dedicated to educational groups. Contamination is also the theme of Shantak, the government's social agency, and it is central to the educational reform.

The campaigning is not without limitations. Official aims, it is only scratching the surface, and that there is also the risk of raising expectations that cannot be fulfilled. Nonetheless, given the constraints of Peru's actual educational situation, it is as if the Velasco Government hopes that by shaking up people's attitudes something will be set in motion, and that the demand for change will, by itself, produce education.

No other government in Peru has used so much emphasis in this way, as a springboard for educational reform. And no other government has tried to change the country's educational system at a time when other changes are taking place. For these two reasons alone, even though there is the continued risk of over-bureaucracy, there is more promise now than at any time previously that genuine solutions will be found for the perennial problem in education.

Fair exchange?



Mike Bygrave investigates the activities of the American Institute for Foreign Study

I have seven booklets in front of me, by no means the total publicity output of the American Institute for Foreign Study. Between them the booklets describe the Institute's work since 1964 in bringing American teachers and undergraduates to Europe, mainly on summer courses of one sort or another.

In my day—which, come to think of it, was also around 1964—this transatlantic intellectual traffic was known as the exchange business and run by a posse of religious groups. Later on, it got mixed up with the charter flight boom and a load of shady businessmen moved in. I knew most of the organizations involved in the work in both of these manifestations. But the AFIS is different. There they've been all the time, building up what seems to be a big organization with headquarters in London and Greenwich, Connecticut; their own US-style college out at Richmond, Surrey; 12,000 students passing through their hands every year; and I'd never even heard of them.

Perhaps that's what made me unreasonably suspicious when I first met Cyril Taylor, the co-founder of AFIS, and Tony Lonsdale, the principal of Richmond College. Taylor is ex-Cambridge, ex-Harvard Business School, one of those particular, precocious characters who started making money while he was still at university and has never looked back. Tony Lonsdale is different. Once a teacher, he was too energetic and too talkative to remain one for long. His talent for public relations would inevitably have led him into academic politics of one sort or another. As it is, he's been shrewd enough to choose the sort with a commercial future.

Richmond College is the most interesting aspect of the AFIS educational conglomerate. It was set up, to quote Tony Lonsdale, as "an independent, independent college, associated through its day-to-day activities with London University. Looking through British eyes, I see it as the first independent university". Two hundred full-time American students (there are a smattering of Japanese and other nationalities included in the total) live and work there, mostly doing a one-year leave of absence from their American colleges, for which they get full credit. For most of them this will be their junior year.

To quote Tony Lonsdale again: "A year at Richmond will provide a student with a testing environment for self-identity and assist the development of the whole indi-

vidual intellectually, emotionally and socially. A growing awareness will exist of the cultural inter-relationship necessary for world understanding."

Bold claims indeed. But then, the educational exchange business has always been conducted in pop sociology terms—primarily, I suspect, because the parents' money pays for it, and parents need to be snowed before they shell out. But the claim Tony Lonsdale emphasizes is the other one, the one about being Britain's first independent university. In some ways, the holdest claim of all. How true is it?

Richmond College's brochure for 1974-75 listed no less than 118 courses to over-thing from stained glass in Europe (Fine Arts 315) to ecology and the environmental crisis (Ecology 301), taking in methodological issues in sociology (Sociology 315) and existentialism (Philosophy 309) on the way. A total of 86 academic staff was listed to teach these courses. What I couldn't find in the brochure was the fact that all but six of these academic staff were part-time; the bulk of them tutors at London University or other educational institutions in the London area, who are employed to teach the odd course for Richmond.

In the 1975-76 brochure the only explanation offered was in the introduction, where it mentioned a "large number of highly qualified visiting British university tutors". Nowhere in either brochure does it explain that many of the courses are taught, not at Richmond itself, but in rooms at the University of London Students' Union, which Richmond hires for the purpose.

In fact the association of Richmond through its day-to-day activities with London University seems to be tenuous and to consist of three things: "a 3.5 average from Harvard is very different from a 3.5 average from Podunk State". And if you want a harsh judgment, I'd say that the bulk of Richmond's applicants are from the Podunk State end of the scale, youngsters who would not have made it to Europe on their own, youngsters for whom, and for whose parents, the idea of Europe is a distant one, even in the 1970s.

Lonsdale believes that the courses and the cancellations are settling down with experience. In his own department, he says he cancelled "a lot" of courses in his first year, and none at all last year (though the 1975 brochure lists 112 courses, only three fewer than 1974, and adds a further 82 courses for the American "junior" class, which Richmond has been

Richmond has arranged for its students to use the London University Senate Library. However, books cannot be borrowed from this library—the only university-level library in practice open to Richmond students.

To return to the courses. It may be that the AFIS admissions office in the States explain more to applicants than their brochures do. It does say clearly in the brochure that the administration can cancel courses which are insufficiently subscribed; what it doesn't say is how often they do so. There are no figures, except for Tony Lonsdale's rule of thumb that if fewer than 10 people subscribe, he cancels (he claims even this is stretching a point—the economic number is 15). With 200 students taking five courses each over a total of 116 courses, that would average out to less than 10 a course. It's quite possible that a lot go by the board, especially in areas where Richmond isn't strong, like history or science.

I'm not saying there aren't people at Richmond dedicated to establishing and maintaining a high academic standard. People like Peter Leuner, dean of political science and sociology, Leuner would argue that Richmond is a young college, only three years old, with both "commercial problems and educational problems in marrying the goals of the two national systems". It is Richmond's avowed aim to be neither a US college nor a British university, but the best of both.

As far as tutors are concerned, the biggest headache this solves them is in teaching classes of a very wide ability range. This is no Oxbridge seminar group. "A 3.5 average from Harvard is very different from a 3.5 average from Podunk State". And if you want a harsh judgment, I'd say that the bulk of Richmond's applicants are from the Podunk State end of the scale, youngsters who would not have made it to Europe on their own, youngsters for whom, and for whose parents, the idea of Europe is a distant one, even in the 1970s.

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The real question is whether Richmond's aim, to be neither a US college nor a British university but the best of both, can be achieved by a commercial operation, in a defunct Methodist theological college, an hour out of London with six full-time tutors

Shirley Toulson
on the
life and work of
George
Mackay Brown

Orcadian Fabulist



There are three major regional poets writing in Britain now: Norman Nicholson in Cumbria, Charles Causley to Cornwall and George Mackay Brown in Orkney. However much noise the poets of Liverpool, Hull or Newcastle may make, they are not really regional. They're just trying to prove—and with some justification—that there are other cities besides London. But while cities become more alike and more amorphous and complex in their structure, rural areas, despite the tourist traffic, have managed to keep a separate identity. Orkney, above all, is quite distinct even from its neighbouring islands of Shetland, and from the Gaelic kirk-ruled Hebrides.

George Mackay Brown is of this place, though his Gaelic-speaking mother came from Sutherland. He has never lived long away from his native town of Stromness (the Scaja Flow harbour town, which becomes Ilamma, in his writing); yet his work, especially his broadcast plays, ovals and short stories, is as widely known and respected throughout the English speaking world as the writings of Edwin Muir and Eric Linklater, fellow Orcadians of a previous generation, who decided to live away from the islands for long periods.

It is a brave thing to live as closely as George Mackay Brown does to the people he writes about. For although he never takes actual individuals as copy, the people around him know well enough that it is their society that is being mirrored, and some don't like the reflection. Yet a writer, especially one who is full-time at the job, must write where he can. There are some, like James Joyce and Samuel Beckett, who make a strength out of nostalgia, and can only write in a self-imposed exile. George Mackay Brown is out of that sort. He finds nostalgia enough in living among the natural and economic changes as they come.

Change is imminent now, and on a scale unknown before. For, apart from the great improvements brought about by the frothing torrents of the last century and the influx of immigrants brought in by the two world wars, this one, life in Orkney seems to have

remained generally quiet and uneventful since the Norsemen and the Scots settled their hostilities. Now the closely-knit village life among the dwindling populations of the islands is threatened by oil.

It is significant that Orkney's leading poet should have foreseen this threat long before any oil find was made public. He felt certain that world movements in technology and small communities made up of ageing crofters and fishermen couldn't co-exist for long in the same universe. So, although what he foresaw was an island village being torn apart by an atomic energy plant rather than by oil tankers, the effect is much the same. This prophecy occurs in the last chapter of *Greenoe*, a novel published by Chatto and Windus in 1971, and due to appear in paperback from Penguin next year.

Since *Greenoe*, George Mackay Brown seems to have turned his back temporarily on the more urgent implications of change. He has produced a further novel based on the life of Magnus, Orkney's saint, a new collection of short stories, *Howkell*, which spins fables from both the past and present and *The Two Fiddlers*, in which he retells Orkney folk tales for children. Although this is quite the best folk tale collection I've had the luck to come across (and there's been an annual Christmas' agito of them for many years), Mr Brown readily admits that it's much easier to write for children than for adults. He should know. At his publisher's request he is currently working on another volume of children's stories, and at the same time collecting together a new volume for general readers.

All this activity in prose writing does not mean that he could ever stop being a poet, although as he gets older (he's now in his early fifties) he flirts, like many other poets, that the poems come less frequently. Yet in George Mackay Brown's work the prose is always close to poetry. This is not because he writes a particularly poetic prose. And mercifully he never indulges in prose poems. What he does is make prose rivalistic as

well as descriptive and narrative; and he will sometimes incorporate stray stanzas into passages of prose.

However, the writing of new poetry is not part of his normal working pattern, about which he is meticulously regular. He writes for three hours every morning, reserving the afternoons and evenings for walking and talking with friends, or for any poetry that may happen. This pattern is largely dictated by considerations of health. As a young man, he was desperately ill with tuberculosis, and this has left an indelible weakness. Yet it is more than a physical strength that he is preserving. George Mackay Brown is aware, more than most, of how very easily a writer's strength can leak away. He is certain that a lot of his power would leave him if he were ever to go away from Orkney for any length of time.

Paradoxically, however, the few times that he has lived away from Stromness, apart from his annual trips to Edinburgh, have confirmed him in his growth as a writer. He was a student in New Battle Abbey, at a time when Edwin Muir was warden there, and this was, no doubt, one of the most important things to happen to him. It is not that his work is any way resembles the older poet, but that he understood from him the art of handling "the fable" in his own way. What both poets mean by "the fable" is quite special to them. Somewhat Jonsonian in origin, the term stands mainly for those elements which can appear either in the dreams of individuals or in the folk tales of a community. And certain places and events can be as powerful and persistent that they become fables too, as they are woven into the history of a person or a race.

Struck by this concern with the fable, with the strong brightly-coloured threads running through the tapestry of change, many critics have likened George Mackay Brown's early work to Yeats. In fact, he resembles him in only a few attitudes. There is no rhythmic echo, and none of the Yeatsian use of a special diction to enhance the ritual. It's inter-

esting, though, that when he was presented with the Society of Authors' Travel Award in 1968, it was Eire he chose to go to. But that, he will tell you, was mainly because Eire is the nearest place to Orkney that is officially classified as "abroad".

Certainly it must have seemed foreign enough, for there is nothing Celtic about Orkney. Perhaps that is partly why George Mackay Brown's work is so immediate. His people do not loom out of any Celtic twilight, and his myths and rituals are unimpeachable and available to anybody born or brought up to a Christian community, however tenuous those links may have become. He became a Catholic 14 years ago, although this step does not seem to have been marked by any radical change in his life or work. It was a natural growth occasioned partly, he admits, by his post-graduate studies of the poems of Gerard Manley Hopkins; and by his permanent interest in the pre-reformation history of the Orkneys. This commitment is strengthened by the fact that, unlike most converts, he refuses to make heavy weather of his religion. "I have no message," he says. "I write simply to entertain." Certainly he has no desire to write sermons; and the only writer I heard him attack was D. H. Lawrence: "I can never finish his books, he raves and raves at you so."

Living so far away from the literary world, George Mackay Brown is also completely removed from the poetry reading scene and circuits. In any case, he feels that he could never give a public reading of his work. Yet he is sure that this is how poetry should be communicated. It shouldn't just be laid out on the page, he says. For a poet who sets a course that consistently moves in one direction, and with luck, there should be more to come. Peter Maxwell Davies has settled in the island of Hoy, across the water from Stromness, and already the first of London time performed his settings of George Mackay Brown's work. For a poet who sets a course that consistently moves in one direction, and with luck, there should be more to come. Peter Maxwell Davies has settled in the island of Hoy, across the water from Stromness, and already the first of London time performed his settings of George Mackay Brown's work. For a poet who sets a course that consistently moves in one direction, and with luck, there should be more to come. Peter Maxwell Davies has settled in the island of Hoy, across the water from Stromness, and already the first of London time performed his settings of George Mackay Brown's work.

IOYCE CARY: NEGLECTED STORYTELLER

E. W. Noble

David Legge's introduction to the experimental psychology unit seems

Judith Greene's book, on the other hand, is very clear and crisp. It explains and criticises a whole range

Rosenbury Shokespeuru's book is very difficult for me to deal with. The whole level of activity in this field seems so low—poor treatment, poor research, poor thinking on the part of the "experts", a low level of knowledge and understanding of most of the conditions described.

The old certainties of paradigms have gone and we seem quite sure where their place. Psychology has been lagged out of its pigeon and computer experiments, but they still seem to want to catch up equal human beings. So research these days is on infants, which have the advantages of being human but not having able to answer back. This should lead to a lot of work about infants, but is also a bit of a pity. It is a pity because it is so easy to see how psychology is so much more likely to see some people as being more intelligent than others, and we were willing to encourage them to be equal. But it is a pity because it is so easy to see how we are willing to encourage them to be equal. But it is a pity because it is so easy to see how we are willing to encourage them to be equal.

When the end of the war enabled the British reading public to catch up on this author, there had just come into his mind, there had appeared the first editions of his less satisfying early books such as *A Fearful Joy*. In North America, however, Cary's most brilliant novels were first published in 1948/51, during the exciting galaxy of post-war literary criticism and the American literary writings. The American claim for these central works is due to a climax when *First Impressions* was the one-volume First Impressions, which included the definitive 1960 edition of *The Horse*. At the time, this project was never taken up by Cary's British publishers, although Michael Joseph kept in print the Corfax

The finished middle sections of *Cocky Jarvis* contain a striking dramatization of the Nigerian distress officer, Cocky Jarvis, Jarvis fought obsessively to build in Dajil his own world of happiness, but his flows and the machinations of society brought him to a cruel collapse. In trying to accommodate this central character, Cory does not consistently portray Jarvis' wife Nancy and his young protegee Thompson. The contradictions in Jarvis' love for the two men, as well as in Thompson's betrayal of his friend Jarvis, seem to result from Cory's failure to fit them into a larger character.

In *Cock Jarvis* there are many passages like this, perceptive in themselves and a stimulus to draw us back to Cuck's finest complete work—his first trilogy and *Alister Johnson*; and several of the charming stories about childhood and youth in *Spring Song* and *Childhood Stories*, which is now available in the Carfax Collected Edition.

A new reader for pre 11-level candidates containing fifteen graded reading passages centred around one character and his or her occupation.

PROTTLEDGE

Part Two: "Knowledge as Power: Who Learns What?" Part Three: "Private Identity and Public Culture"

Turning from demolition to construction, the second half of the book maps out various ways of proceeding. First it looks at interdisciplinary work in teacher-training courses; then we are given two chapters on children's literature; a chapter on townships; and popular

Floally, moral sermons among other things, small details right: the is littered with numerous and occasional mist for example, he says "he concedes, rather of the charges (against contribution to The Alternative". (For this native". (For this was not cross: I heard in New Orleans and a good-tempered. It was conference proceedings. The Alternative of the

REVIEW LETTER

Antony Flew

REVIEW LETTER

that your reviewer is not correct. It would indeed be sad if second- or high school pupils of geography did not know the location of one or

going some day soon to yell "four-
clot". He will be committed: not to
an experimental approach, to learn-
ing from mistakes, to a method of
liberty, but to a singular revelation
in an incorrigible programme, to
changes implemented irreversibly.

EDUCATIONAL

**THE TIMES
EDUCATIONAL
SUPPLEMENT**

26 Books/Ornithology/Zoology

TWO IN THE BUSH

John Seymour

Ornithology: an Introduction. By Austin L. Bond. Penguin. 70p. 0 14 02228 0. *The Life of Birds: volume 1 and 2.* By Jean Dorst. Weidenfeld and Nicolson. £15.00 the set. 0 297 17040 6 and 0 297 17041 4.

Frustrating creatures, birds. They are colourful and noisy and leap about a lot, so they lure people, keen to see more closely, to study. But get near them and they fly away. Try to catch them and you snare yourself in the law, because nether people find them pretty so. A bird in the hand is inordinately, while two in the bush remain a mystery. The upshot is that tons of Swoop are scattered over thousands of bird tables, yet ornithology is advanced by a mere handful of specialists with time and permits. Birds are the animals pupils see on the way to school, but it is megagots whose behaviour they investigate in the lab.

Still, there is plenty of scope in schools for a good introductory text on birds. Some schools run projects and even whole courses on birds, and many biology students pick up a few ornithological snippets in passing, particularly on behaviour and respiration. Austin Bond and Jean Dorst have produced authoritative, thorough books, free from the superficiality and sentiment that is many writers' response to the sight of feathers.

With an eye on the High Street bookshop and all those empty Swoop packets, they have mainly stuck to the popular side of bird study, which means the outward and

visible: laying eggs, pecking at insects, migrating. Both authors include sections on physiology and internal anatomy, but these are deliberately brief. They also offer clearly out of date to have missed the advances in the study of breathing made in the past five years; a pity, because this is a physiological system that differs markedly and interestingly from the mammalian plan. (Dorst's book is a paperback revision of a 1967 text, and Dorst's is an English translation of a 1971 French original.)

The chapter themes in the two books are similar, including fossils, flight, feeding, song, breeding, territorial behaviour, classification, and distribution. Dorst's text is quite easy to read and flows well enough. It is supported by a number of line drawings. Perhaps the behaviour section should be longer (there is no mention of imprinting) but otherwise this is an ideal introduction to the subject: informative in itself, well indexed, and generous with references for further reading. With more than 350 pages, this book is good value.

Dorst's two volumes look most imposing, with a price tag to match. Unfortunately, the more you look into them the less you see why you are being asked to pay so much. Dorst's writing is dusty; his chapters are museum drawers, information pinned dry to the page. There is a great deal of it, agreed, but it is presented with all the excitement of a shopping list. (Perhaps the translation contributes: one chapter is called "The conquest of aerial space".) The author assures us he has the laymen in mind, yet he tosses off words like pterylosis and cleidosis without explanation. (It was amusing to read that some birds are "rudifugous". Is this for

fear of being plucked?) Look in the index—and the words are not there. Now this is unforgivable. An expensive book, like a push cart, should have the extras. This index misses out so many words and references to the words it does include that it has little value.

Talking of trimmings, the bibliography has been carelessly compiled. The text includes many references to authors not listed in the bibliography, and occasionally the dates do not tally.

Perhaps good illustrations would have reconciled us to the price, but they amount to a few black and white photographs neatly sandwiched in the centre, and insignificant line drawings. Here again the publishers have fallen down. Diagrams are not interpreted, graphs lack axes, and dippers swim through forests. It is hard to believe that this work belongs to the same series as Wigglesworth's splendid *Life of Insects*.

The only justification for Dorst's opus costing more than Dorst's is that there is a second volume, which describes habitats: tropical rain forest, desert, the shore and so on. Although this arrangement means a fatter, more informative book, it does not make a better work of reference. The habitat approach clashes with the topic approach of the first volume. For example, the famous analysis of shade and sun in the forest does not come in the chapter on feeding but in one called "The sea" (and is, of course, not indexed under feeding or food).

But there are lots of facts, and for all its faults, the publisher's sloppiness, I would like to see *The Life of Birds* available for consultation in public libraries. Dorst's is the book I would buy. It would soon be well thumbed.

HABITAT INFLUENCE

M. E. Corris

Introduction to Zoogeography. By Joachim Illies. Macmillan. £1.95. 333 14383. *Terrestrial Environments.* By J. L. Clendinning-Thompson. Croom Helm. £5.95. 0 85664 001 8. Paperback £3.25. 0 85664 180 4.

Professor Illies of the Max Planck Institute and the author of *Zoogeography* has written a first rate little book of which this is an able translation.

The book is divided into two parts: the traditional or historical animal geography and ecological animal geography. The former part states and elaborates the basic principles of causal zoogeography and then considers in detail the faunal regions of the continents and of the sea. The latter deals with abiotic and biotic factors as they affect animals, the adaptations of animals to their environment and the bioregions and their characteristics and fauna. The book concludes with a consideration of man's influences and includes a brief but valuable bibliography. An excellent book that deserves to be read by all serious students of zoology whether at sixth form or university level.

Now for *Terrestrial Environments*. First, the bad news. Nearly £6 for 253 pages of an unpleasant, rough, yellowish paper. Professor Clendinning-Thompson deserves better than this. The title is a little confusing as the book also includes a chapter on freshwater habitats though how on earth anyone can hope to do justice to limnology in fifteen pages is beyond me. Also

beyond me is any possible classification for the inclusion of a chapter on the oceans. Routledge and Kegan Paul. £1.95. 0 7100 7934 6. The book is a "library edition" and is black and white. It is a good book, though hardly copious. *Terrestrial Environments* 1900-1914. Edited by A. J. A. Morris. Routledge and Kegan Paul. £5.75. 0 7100 7934 6.

Now, the good news. *Terrestrial Environments* has been getting the theory of a "new" attention during the past few years as part of the rising "ecological" movement. It is an attempt to study the various biological factors of the environment, resulting from the new note, soil, vegetation, movements of resistance and rebellion. Comparisons are made. Unfortunately the attention is possible between the two. As it was at the time of the book, it is a pity that the book is not more widely known. It is a pity that the book is not more widely known. It is a pity that the book is not more widely known.

This book will be a welcome addition to the bookshelves of all serious students of zoology. It is a pity that the book is not more widely known. It is a pity that the book is not more widely known. It is a pity that the book is not more widely known.

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FEMINIST FERVOUR

Nicolas Walter

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serious scholarship, and in many ways it surpasses all the previous work on the subject—especially by its extensive use of manuscript material.

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Griggs on Lloyd George and the War, Edward E. Munnion on India, Alan J. Lee on the radical press, A. K. Russell on the Liberal revival, Stephen E. Koss on the Nonconformists, Margaret Cole on H. G. Wells and the Fabian Society, Rodney Barker on Ramsay MacDonald, A. J. A. Morris himself on the land question, Gerald H. S. Jordan on naval recruitment, Clive Trebilcock on armaments manufacturers, F. M. Lemmon on H. N. Brailford, Howard Weinroth on nationalism, Catherine Ann Cline on R. D. Marek, and Martin Swartz on the beginning of the war.

The contributors make a varied team, ranging from well-known historians of an older generation like Margaret Cole and John Griggs to a collection of younger specialists on both sides of the Atlantic, and the essays vary in quality and appeal. In general they contain plenty of information but not enough imagination. Too many of them follow the editor's lead in steering at the radicals, in one way or another, in being uncritical, ineffectual, emotional, rhetorical and so on, without recognizing that the radicals may have lost one battle after another but won the last one: after all, to copy the saying about socialists, we are all radicals now—fighting much the same battles for much the same reasons in much the same terms. Even academics should realize that it is better to have tried and failed than never to have tried at all. If this book is used as an educational text, students should be reminded that what the radicals were really doing was to turn the tide of history.

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THE BOOK OF THE PROGRAMME

Ned Thomas

The Long March of Exemption. By Andrew Dawson. Routledge and Kegan Paul. £1.95. 0 7100 7934 6.

In the Winter and Spring of 1971/72 BBC Radio put out one of its most ambitious series ever, 26 programmes each lasting three-quarters of an hour, presenting a panorama of British social history from prehistoric times to the Macmillan era, told, insofar as was possible, in the words of the "ordinary man" who experienced it—or perhaps "underwent" it would be a better word. The sound effects have been removed, the linking commentary expanded, and the extracts themselves rearranged for this presentation in book form of the second half of the radio series *The Long March of Exemption*.

How does it book in cold print? The general reader who has followed through the ever fascinating detail of other series—the women's extracts from soldiers' letters in the First World War, the broadcasts of prostitutes going out to night-club-century-one-twenty, the protests of handloom weavers put out of work by mechanization—can use the snippets to direct him to the original sources, while the professional will find some new material in print, namely those items transcribed from BBC sound archives.

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which is usually appropriate in the periods when there was no conscription and given the virtual absence in the book of reference to the introduction of universal elementary education, which made schools part of everyone's experience and memories.

The radio series made a great point of matching the extracts in the right regional speaking voice. One realizes now that this was largely a colouring effect—Everyman must speak dialect—and that the focus is strictly on experiences that are common to different parts of Britain. But this means that matters that were all-important in particular areas and have marked their subsequent history—the split in Welsh chapel-going society over the desecration of the First World War, or the Highland Clearances—get mentioned in half a sentence if at all. It would have been far better to have rescripted the exercise in English as E. P. Thompson did in *The Making of the English Working Class* out of characterisation but out of respect.

Reminds of a Revolution book and feels like a coffee-table book, and the quality of the photography is far the best tradition of that format, making the book good value compared to a great deal of what it may offer for five and six pence. The text is not coffee-table, but a serious and readable study of the movements of the industrial revolution up to about 1850. Places are connected with processes, with architecture, with technology, and with the social conditions which prevailed. Contemporary documents are used, and gain much from the more solid context which has been built around them. Maps tell one where in so to see the remains, and the photographs make one want to see it.

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GO PLUM PICKING

Charles Stuart-Jervis

Summer Jobs in Britain. Edited by Sally E. Hunt. £1.35. 0 901205 24 9. *Summer Jobs Abroad.* Edited by Carole Moor. £1.35. 0 901205 26 5. *Jobs and Careers Abroad.* Edited by Roger Brown. £3.00. 0 901205 27 1. *Summer Employment in the United States.* Edited by Mylena A. Leith. £2.50. 911004 24 6. Vacation Work, 9 Park End Street, Oxford.

What strikes me immediately about the four books reviewed here, *Summer Jobs in Britain*, *Summer Jobs Abroad*, *Jobs and Careers Abroad* and the *Summer Employment Directory of the United States*, is the enormous range of opportunity available to young people who are enterprising and on to enough to get out and about. One does not have to be a waitress in a holiday cafe, though it must be admitted that those sort of jobs are the easiest to come by, but one can go plum-picking or work in a riding school, or a kennels, sell or teach surfing to youngsters.

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Whatever your forte it seems that someone somewhere will employ you during the summer months, either as a donkey rido escort or as a ensemble assembler, and whether at home or abroad the choice is wide, though often the money is poor. Obviously the more skilled and specialized the applicant the better the money.

The *Summer Employment Directory of the United States* lists some 30,000 jobs that may be had from Alabama to Wisconsin and Camille. As in Britain and Europe a large proportion of the holiday jobs are as waitresses and kitchen help but there are, as one would expect, many more opportunities for work in the great outdoors in some exotic locations with equally exotic names, like the Hebrew speaking Camp Ranch in California, where there is a need for a wator safety instructor and 50 counsellors, a nurse, kitchen help and other staff.

But probably the most important of the books is *Jobs and Careers Abroad*, which is designed for men and women of all ages, including school and college leavers. It is a useful book, and it is a pity that it is not more widely known.

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TRANSFIGURING THE COMMONPLACE

John Horder

Women's Suffrage: a History. By Andrew Dawson. Routledge and Kegan Paul. £1.95. 0 7100 7934 6. *Women's Suffrage: a History.* By Andrew Dawson. Routledge and Kegan Paul. £1.95. 0 7100 7934 6.

David Morgan, by contrast, has studied the older suffragist movement, but from the narrow perspective of its relationship with the authorities, especially the Liberal Party, which was in power during most of the campaign from 1905 to 1914. Although he, too, has made use of manuscript material, his narrative is rather boring and his conclusions are somewhat bland. So *Suffragettes and Liberals* will interest only specialists, whereas *Rise Up, Women!* does provide an illuminating view of an important aspect of British history before the First World War.

This aspect is a rather surprising omission from *Education and the Suffragettes* 1900-1914. A. J. A. Morris has produced a symposium of 15 essays on various aspects of radicalism during the same period—John

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TOWN AND ACROSS

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PAST, PRESENT AND FUTURE

Kenneth MacGowan

A History of the French Language. By Peter Rickard. Hutchinson Educational £3.30, 0 09 118740 0. Pp. 160. E1.50 118741 9.

It is a very difficult task to write an erudite book which is also readable. Specialists too often write for a single, narrow circle of their own kind and the merely interested general reader is confused by a hideous and esoteric jargon. In the context of this excellent book, I am the merely interested reader since I forgot long ago all I ever knew of the history of the French language.

It is in the first place, readable throughout. One may safely assume that a Fellow of Emmanuel is likely to know his subject and if there are slips of detail, one of his academic colleagues is bound to tell him of it.

It is quite impossible entirely to avoid technicalities in a technical book, but Dr Rickard is kind enough to explain them. I had for example forgotten exactly what an oxyton was; he uses the word and, with no rancorousness, tells us what it means. This is a sign that this book is for the specialist, the student and the general reader.

The early chapters are fascinating, describing as they do that obscure and troubled time when Rome was dead or dying and France not yet born. These chapters cover something of the same material as the prestigious Coulton to Europe's Apprenticeship, first published 34 years ago and is interesting to note Dr Rickard does not always agree with the great man. It is also very interesting to realise that the

pull of Paris did not begin with Louis XIV but as early as Philippe Auguste. It is also significant that linguistic judgments were always coloured by political and religious prejudice. The Protestant humanist Henri Estienne alleged the superiority of French to Italian and there is some reason to think that his opinion was affected by the Massacre of Saint Bartholomew. That a courtier of the sixteenth century could say "J'ai l'honneur de vous parler en françois" is a sign that the French language was not the mere following of a twentieth century fashion.

French linguistic chauvinism may sometimes be trying but it has saved the French language. However strong the adverse pressures may be, there is always someone to jump to defend and describe his native speech. Dr Rickard clearly deplores the ground which French has lost. For the speaker of current French rather than the student of its origins, the chapter "The Defeat of French" is particularly valuable and factual. Dr Rickard very sensibly dismisses the spelling cranks: "There is no evidence that English spelling has been derived from learning English." He also relegates "Le Monde Bilingue" to its appropriate limbo: "... Le Monde bilingue has devoted its attention with rather more success to the matter of jumelages or the twinning of French and English towns." He is very just to Le Français Fondamental. He

points out that French interest in French is not limited to specialists, quoting popular articles on questions of language in national newspapers. He might have added "not only national ones since a great regional paper like *La Voix du Nord* has regular linguistic discussions.

He gives just praise to the Alliance Française although I would have wished he had said more. To many English people it is merely a sort of lecture agency and its enormous teaching role is frequently unknown.

Any history of the French language must take in "la Francophonie". Perhaps, to parody a famous saying "Le français est trop important pour qu'on le laisse aux seuls Français". The fact that French is losing the race with Anglo-American does not reduce the importance of a language which is spoken by some 90,000,000 people as their native tongue and is the first foreign language of all civilized non-French. It is a pity that often it is so badly taught in this country since, even if this view may shock the progressives, I am convinced, after speaking it for well over 50 years, French is the best mental discipline in the modern world for the nebulous English mind. But to speak it well it is necessary to know not merely its structures but its history also. A good ear cannot excuse inexcusable neologisms. For this reason, Dr Rickard's book should be compulsory reading for any serious practitioner of French; either amateur or professional. Not merely will many things become clear for the first time but it will be a very enjoyable experience.

BELONGING ON THE BENCH

H. W. Morgan

Introducing Chemistry. By J. P. Binn, D. Farrier, S. Padden, R. Ruck, J. W. Stewart and P. J. Towse. Book 1. 7th ed. 1971. 1814 8. 1815 1. Book 2. 1971. 1814 8. 1815 2. Book 3. 1971. 1814 8. 1815 3. Book 4. 1971. 1814 8. 1815 4. Book 5. 1971. 1814 8. 1815 5. Book 6. 1971. 1814 8. 1815 6. Book 7. 1971. 1814 8. 1815 7. Book 8. 1971. 1814 8. 1815 8. Book 9. 1971. 1814 8. 1815 9. Book 10. 1971. 1814 8. 1815 10. Book 11. 1971. 1814 8. 1815 11. Book 12. 1971. 1814 8. 1815 12. Book 13. 1971. 1814 8. 1815 13. Book 14. 1971. 1814 8. 1815 14. Book 15. 1971. 1814 8. 1815 15. Book 16. 1971. 1814 8. 1815 16. Book 17. 1971. 1814 8. 1815 17. Book 18. 1971. 1814 8. 1815 18. Book 19. 1971. 1814 8. 1815 19. Book 20. 1971. 1814 8. 1815 20. Book 21. 1971. 1814 8. 1815 21. Book 22. 1971. 1814 8. 1815 22. Book 23. 1971. 1814 8. 1815 23. Book 24. 1971. 1814 8. 1815 24. Book 25. 1971. 1814 8. 1815 25. Book 26. 1971. 1814 8. 1815 26. Book 27. 1971. 1814 8. 1815 27. Book 28. 1971. 1814 8. 1815 28. 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‘Materials for teachers by teachers’

An army of fifty-five children

Stimulus to oral work

Documenting the changes

This method was to describe scenes vividly to her classes who then painted what they saw with their mind's eye. The results were so striking as to warrant immediate inclusion in a Lopping Exhibition in Glasgow. The exhibition was attended by Roger Fry, William Rothenstein and many other influential figures in art and education.

Graduates in the classroom

Gordon Mitchell reports on an experiment in teacher training



Derelict land and high-rise flats are all part of the Sidney Stringer landscape

There is a great deal of dissatisfaction among those most closely concerned with training graduates to become teachers.

Postgraduate courses for the Certificate of Education are bedevilled by shortage of time and by a surfeit of educational theory. There are only 30 weeks to prepare the students for their working careers, so it is almost impossible to turn out teachers who will be keen, sympathetic to the young, adept at handling modern approaches to learning, at home in the complexities of technology, and at the same time sensitive to the historical, sociological, psychological and philosophical determinants which have shaped systems, institutions and individual lives.

We might move some way towards achieving this ideal if we were able to integrate theory and practice for the students. If we exposed them to the urban setting in which most of them will teach, if we taught them to behave as teachers, and if we adopted the differing needs, abilities and qualities of individual students to the needs of schools.

A recent experiment by Coventry College of Education and Sidney Stringer School of Community College attempted to put these ideas into practice by a shift of emphasis from college towards school, and by using the discovery method, that is following experience with a critical examination of the theory behind it.

The school was very willing to absorb a group of young graduates to discuss and argue with them about the nature of the work they were doing and to provide strong but sympathetic support.

Sidney Stringer is a large school, 2,000 on roll, based on new premises, which has attracted a nucleus of dedicated young

teachers. It is committed to non-stereotyped, flexible groupings of pupils and to only three miles from the college in an EPA area. Hanned in by towering ring-road and high-rise flats, its adjacent amenities include a cinema showing sex films and a Bingo palace. City centre resources and derelict waste land lie side by side. Its children are predominantly of Asian and West Indian origin, and there are some whose families come from the Continent.

The pilot scheme was set up for one unit of postgraduate students to operate within the school. One college tutor and a member of the school staff set out a plan for a two-term school-college linked course, with a third term option for final school practice.

The basic college work for the autumn term is a five-week theory based course, followed by a formal practice. The students in the experiment—all volunteers—followed this plan where feasible, and in addition spent a day and a half each week on the school premises, and undertook to take the first practice there.

Wednesday afternoon at the school was given over to house-based activity (an informal programme offering a large range of leisure and work choices), and this gave a real opportunity for an informal introduction of adults to young people.

Thursday morning was spent upon basic preparatory work. A classroom was available as headquarters for activities, lectures and films, during which the philosophy and practice of the school was under scrutiny. Contact was established not only with school staff but local advisory and administrative officers. The students learnt some new expressions: "resource-based", learning the impact of cultural pluralism on

schools. "team teaching". In the afternoon the students worked with teachers in classrooms, the laboratory, the drama theatre, with groups, individuals and whole classes.

By the time the introductory experience shed into formal practice, the students were familiar with aims, administration and personnel. They were, by and large, accepted by the pupils as staff members, a natural part of the scene.

Under the traditional approach, students planned lessons and carried them through under the eye of supervisor and teacher. In the pilot scheme they often originated work for larger groups, "removed" remedial groups and produced a variety of work for the whole ability range in conjunction with the staff. This variety was possible because staff and students were much more aware of individual shortcomings and abilities.

Self-assessment was encouraged. Their first formal written work was designed to show what they had learnt in reading and discussion.

It may be thought that concentrated effort in one school, and one rather different from the standard comprehensive, might not prepare young teachers for their appointments. Further, a volunteer corps tends to develop an in-built camaraderie and can engender a unipolar view of all other considerations.

To counter this the spring term needed to be one of expanding horizons. Sidney Stringer's timetable was rearranged. In the light of students' development, the Wednesday afternoon and the Thursday background discussions had served their purpose, so one afternoon was given to planning and carrying out a piece of work, and the whole of Thursday to practical teaching. Arrangements were

also made for students to visit other schools of their choice. These direct grant schools to a substantial and monthly handicapped.

For the first time the opportunity of developing skills to differing degrees was possible. The possible benefits of an experience needs to be weighed against the upheaval and the effort required.

A little doubt that the students bore the biggest burden—less gave of effort and time for the first term. Many of them believed that they were simply compensated by different and regular difficulties and occasional integration of educational institutions.

When it came to real practice, the most feeling was one of confidence and knowledge and familiarity with the school.

Another benefit was that the common cohesion. "The common we could make use of each other's sympathy and practical help."

The experiment went well. The integration of educational institutions is a delicate subject, but it is a subject which should not be avoided. It is a subject which should not be avoided. It is a subject which should not be avoided.

Gordon Mitchell is senior lecturer in education at Coventry College of Education.

EXTRA Home economics

Seedcorn of the future

Three vital subjects which should be included in the curriculum for both sexes.

By Mia Kellner Pringle,

There is a strong case for including three vital areas of knowledge in the curriculum of all secondary schools: first, an understanding of human psychology; second, preparation for parenthood; and third, education for leisure. Some will claim that this is already being done in schools up and down the country, either in courses on home economics or in citizenship. However, the former concentrate primarily on the health of the family, on physical care of children and practical problems as budgets, hygiene and nutrition. Perhaps unexpectedly such courses are designed for girls and usually the able. On the other hand, courses in citizenship are primarily concerned with giving young people a knowledge of our democratic institutions, both at local and national levels, linking this in some schools with community service.

As I see it, most adolescents are going to grapple with questions relating to their eventual emotional, social and sexual adjustment in the adult world. They are searching for some understanding of their feelings and reactions, and could give both meaning and direction to their own behaviour in relation to that of others. For many, guidance is available either at home or at school. Sex education is provided in quite a few schools, but to my mind this has a narrow context, usually being confined to biology or of health education. Indeed, with hindsight it seems that the way sex education has been provided in most schools may not have done some harm. It is important, but an appropriate perspective can be provided only in the context of human relationships. By taking it out of this context, it has been given an undue and distorted emphasis.

Why should human psychology, preparation for parenthood, and education for leisure become part of the curriculum for all? For one reason, because it would arouse interest; for another, because it would be of practical use towards understanding the world. The belief that children are society's seedcorn of tomorrow is a concern with improving the quality of life for everyone, and we must start with the young today.

All adolescents want to know how to cope with relationships and to be preoccupied with their future. Failure to do so adequately, and knowledge of human psychology, which includes the dynamics of communication, why we behave as we do, the variety of levels, and the interplay of social and individual factors, is provided in a way which is both relevant and useful.

Why should we care about the future of our children, with parents perhaps most important of all? Because, an understanding of ourselves, of one's self is not sufficient for self-consciousness, but in fact helps to reduce the staccato bursts of emotion which are so common in adolescence. There seems to be a need for a more integrated approach to teacher training, particularly in the sphere of, though similar, problems might equally well be dealt with in middle schools.

When it came to real practice, the most feeling was one of confidence and knowledge and familiarity with the school. Another benefit was that the common cohesion. "The common we could make use of each other's sympathy and practical help."

The experiment went well. The integration of educational institutions is a delicate subject, but it is a subject which should not be avoided. It is a subject which should not be avoided.

Gordon Mitchell is senior lecturer in education at Coventry College of Education.



In preparation for parenthood, perhaps the most vital subject of all, we need a less romantic picture, writes Mia Kellner Pringle in the adjoining article. "Babies should be presented as they are... sometimes fearful and demanding, often wet, smelly and 'unreasonable'."

would have to adopt a wide base if it were to be effective. Education is too narrow a connotation, suggesting classes and instruction on the model of sex education. Also, it conveys too formal a framework and too intellectual a conception, suggesting that knowing is enough. Instead, preparation for parenthood must cover three broad aspects: the needs of children, the parent role, and first-hand experience of babies and young children. During the past 30 years, considerable progress has been made in understanding the emotional, social and intellectual needs of children. This can be taught in a non-technical, jargon-free way, although it must be based on research evidence.

For example, even tough 15-year-old boys find it interesting to learn that the newborn infant "writes his signature" with his sucking rhythm and that the individual differences in behaviour, present from birth, influence from the outset the behaviour of the mother as well as the father; and hence that methods of child-rearing must take individual differences more into account than of present.

Similarly, young people find it interesting to come to grips with the fact that the "same family" is psychologically not the same for each child. In that family, partly because the interaction between the parents' personalities and that of each child will be different; and partly because the family constellation is also different in respect of each new member of the family, the parents will be older and more experienced, and each child's position in the family is different (first born, middle one, etc.). To understand why and how the relationship between a couple change when they become parents would also aid insight into the dynamics of family life.

An understanding of the parental role must be based on a realistic appreciation of its responsibilities and constraints. At present the father's role is rarely mentioned.

Continued overleaf

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This book is intended for use by boys and girls of varied ability in Home Economics groups in Secondary schools up to C.S.E. and "O" level. The book teaches through assignments related to everyday life; as the title implies, the reader is given freedom of choice. Each set of assignments is followed by general notes and guidance on menu planning, costing, preparation and timing. The book is very attractively presented, with good clear print throughout. Headings are in bold, black lettering, and each chapter is well and sometimes amusingly illustrated with black and white sketches. This little book is to be recommended for all who are interested in working through the assignment method. *Education Times* Lamp £1.30

The Science of Food and Cooking Incorporating the 3rd editions of Food and its Functions

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The aim of the book is to present the science of food and cooking in a simple, graphic way that will appeal to any young student who has even an elementary knowledge of general science—the aim is not just to give facts, but provide an understanding of them.

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See their advertisement on

PAGE 16

CHILDREN EATING— CHILDREN LEARNING

A booklet from JOHN WEST FOODS LTD. aimed at helping students involved in courses in child care and the family in secondary schools and colleges for further education.

From: Children Eating—Childhood Learning, Derby House, Bletchington Road, Merton, Red Hill RM1 3DN.

Price: 8p per copy, lots of 30 £2.75 and 60 £5.25

Continued from previous page

ing or if a strong wind is blowing. Weather-stripping is the answer to these ventilation losses but unless carried to extremes there are still enough adventurous sources of ventilation to ensure at least one air change an hour throughout the house.

All except the coldest days, it is not uncommon for housewives to open windows to "air" the house, or because "it is getting stuffy". This can represent a large waste of heat as it is important to arrive at some understanding of the term "stuffy". Stuffyness is difficult to define or measure but the factors which go to make up stuffiness are probably a combination of high temperature, high humidity and a build-up of body odours.

Psychological factors are obviously important and so also are sociological ones, as observation of middle-class housing areas in spring and autumn have shown more open windows than in working class areas. This represents an intriguing and important side-line to the problem of energy conservation.

Space heating has received most publicity, perhaps because this is the area in which the most spectacular economies can be made, but it

is not the major energy requirement in the home. Cooking accounts for 35 per cent, lighting and electrical appliances 30 per cent, heating 25 per cent and hot water 10 per cent.

In 1965, the average household used 800 units of electricity for lighting and domestic appliances. Today this has doubled due entirely to the increase in the number of appliances in use. Nearly 10 per cent of all households now have a freezer, 70 per cent have a refrigerator, 65 per cent a washing machine, 45 per cent a hair dryer and more than 50 per cent an electric blanket, while that most appealing of all men's toys, the unbreakable train set—the electric drill, appears in a third of all households.

All these devices are labour-saving and offer a convenience. The freezer saves frequent trips to the shops and permits economies by buying in bulk. Washing machines have removed the hard physical work from laundering. Few people wash clothes more often than they need so saving energy in this way is not easy.

Rather surprisingly, about one-third of the energy in any household is used in cooking and this represents an area where considerable savings could possibly be

made. For a large proportion of nineteenth-century households, the fire which heated the living room also cooked the evening meal. Separate facilities for cooking were a comparatively recent development except for families which employed a cook.

Energy saving in cooking presents a very complex problem. The creativity associated with preparing an exotic menu, the satisfaction in knowing the family is well-fed, are of profound psychological importance. Sociological factors also cannot be overlooked. English families enjoy their new joints. A steak brought to the table on the hob and then transferred to a "brazing" to continue the slow cooking for a couple of hours, once free, provides a tasty meal.

Energy conservation is more than telling people to use less gas and electricity. Significant advances will only be made when we have a clearer picture of all the human factors involved.

The home economics course provides a student with the basic principles of domestic technology, nutrition and the social sciences which woven together can make some contribution to the complex problem of energy conservation in the home.

Creative cooking

Recipe development—By Elaine C. Acaster, head of department of health and community studies, Harrow College of Technology and Art.



Home economics students visualizing layout and composition using CCTV, before making photographic records in video-chrome and color.

Importer. Assuming the class to be working on a major project, say mid-way through the final year, the lecturer presents the project and briefs the whole group. At this stage the film may usefully be represented for points of clarification and discussion, and a more specific outline usually emerges quickly.

Each student, having been assigned an area of development in which she has an interest, gathers background information from the film, department, college and personal resources which will provide a useful stimulus and when her interpretation. Discussion among students is equally profitable, and before a student embarks on practical work on outline of her goals and means is presented to the lecturer, and discussed in a tutorial session.

Practical experimental work begins with measurements being made in metric and imperial units, although emphasis is on the former. Strict logging is required of ingredients chosen, availability and reasons for choice; preparation and size of cooking vessels; timing; preparation and method of cooking; medium and publicity; and special points as appropriate. Results are evaluated from the following and other points—taste, quality, appearance, keeping power, freezing potential, relative cost, potential market. Finally, these factors being acceptable, the original brief must have been satisfied. A final summarizing session is held at which the results of experimental work to be presented to the film are collected. This session may again include a representative of the firm, and a further development stage of the project may be considered.

It is not unusual for the next step to be the production of a complete and concise instructions for recipes to be included on a package. Depending on the market for which the product is intended, the recipe may be elementary or complicated, but certain factors must be clear—accurate measurements of readily available commodities, standard mixing directions; cooking time; and number of servings to be expected.

Furthermore, package designs may be requested, and an opportunity usually arises for discussion on the types of material and colour to be used for packaging, the shelf life of the commodity, and labelling according to statutory obligation. Line drawings may be developed for a recipe leaflet or booklet, or more likely, selected dishes would be photographed.

Low income meals

Award finances research at Queen's College, Glasgow.
By M. Clark and Malri MacDonald

When Catherine Gillespie presented her Tulse Investments award to the Queen's College, Glasgow, to finance further research into the nutrition of low income families, it was difficult to know just where to begin. Glasgow is a big city and there are many areas of need. Puzzles often have unexpected solutions, however, and this one was quickly solved.

Through a social worker came a request for assistance. A mother of three children had an unemployed husband and was desperate for help, advice and inexpensive recipes in order to feed her family adequately. Students in the college had for some years carried out an exercise on this very topic. A week's meals were planned for a family of five, using the publication *Household Food Consumption and Expenditure* as a guide. The knowledge accumulated from these exercises served as a basis for initial advice, but the need for a booklet containing simple, inexpensive recipes soon became apparent.

Booklets are expensive to produce, and this seemed a wise use for some of the Tulse Investments award. Lecturers in the food studies department planned meals for three consecutive weeks, and compiled a shopping list for each week. Hints on planning, fuel economy, cooking and simple nutrition were included, as well as recipes for all the dishes suggested. A trial run was carried out by a group of volunteer housewives to check quantities and acceptability. After this, the nutrition department satisfied themselves that dietary requirements would be met.

As the booklet went for publication, lecturers decided that it might be possible to give more practical help in the form of talks and demonstrations. Arrangements were made by a social worker for a group of housewives to attend a weekly class at a local centre.

Everything had to be taken to the centre, from portable cookers in the last teaspoon. Two lecturers and four students were involved each evening, and four dishes were demonstrated by the students, as well as some baking. Question time followed and here the lecturers took over, easily including good nutritional advice with their answers.

A minimum of simple equipment was used throughout—no mixers or expensive gadgets—the exercise had to be realistic, and since most of the women had very little in the way of utensils, a good deal of improvisation was taught.

This pilot scheme was a great success. Publicity in the press and on radio and television brought requests from other areas, but since students and lecturers were giving up their spare time the response had to be limited.

The students, all volunteers, were enthusiastic about the project and established a good relationship with the lecturers. The project was a success, and the women were nervous to begin with,

gained the audience's sympathy, too much confidence and expertise could perhaps have inhibited the women from trying things for themselves. Their husbands sometimes resented the fact that they were attending the demonstrations and occasionally objected to the change in diet when new dishes were tried out at home, but results on the whole were most encouraging.

No attempt was made to teach budgeting. Nutritious meals were cooked correctly and economically, and current "bargain buys" were discussed. Fruit and vegetables, it was found, did not feature largely in the diet. This is a fairly general finding in Scotland, not only in low income groups, perhaps the traditional "high tea" is partly to blame, and also the higher cost of these items in the North.

Meanwhile, the demand for the booklet increased. An article in *The Proceedings of the Nutrition Society* brought requests for copies from all over the world. They are still coming, although inflation has meant a complete re-writing, and it is no longer possible to feed a family of five really adequately on £8 a week. Now, two years later, it takes £12.50 and seems unlikely in the future that the principles in the book are still valid, however, and still make a housewife to get good value for money.

The demand for practical help has rapidly become more than a college resource can meet, so there have been several recent developments. Instead of travelling to outside centres, it has been found possible to bring groups of housewives into college for the demonstration and discussions; this makes organization much easier.

A 10-session course on "Eating wisely on a pension" was another successful experiment. Practical classes were conducted in college, and the people's welfare committee provided the "students". A simple recipe menu booklet has been prepared, and this will be made available to the public.

Students are video-taping demonstrations suitable for centres like a women's prison, where they can be followed and here the lecturers took over, easily including good nutritional advice with their answers.

One of the most valuable developments was a series of 10 classes for "home makers" who visit homes to give practical advice to families in difficulties. All aspects of economy in housework were covered—budget cooking, laundry, cleaning and simple sewing. This was a further valuable step forward.

In helping to meet this need, the students have gained more confidence in themselves and in the value of their chosen profession. Their experience has broadened, and it is hoped that they will develop this new tradition of the college in many ways during their careers.

Adapting to a new world

Home economics for the Asian immigrant. By S. D. Snelcliffe, teacher research assistant, immigrant education service, Bradford

In Bradford a scheme for educating the mothers has developed over the years because most Asians in the city are village people. Frequently the women have little or no education. Though they were unresponsive to attending a class to learn English, their interest was aroused through home crafts. The mothers responded to the idea of learning about the running and safety of the home, cooking, family planning, sewing and other crafts. So the desire to learn English was aroused, which led in turn to an interest in learning how to read and write.

One can imagine the adaptations required by an Asian leaving behind a rural village life in India or Pakistan and coming to live in an industrial western community. For a villager, to move to an Asian city would be an experience and require time to acclimatize, so the task is far greater on coming to city life in a different culture and offering a very different way of life. Not only can language present a problem and form an important barrier, but much of the daily round is strange and unfamiliar and treated with suspicion because of lack of understanding.

Home is created to be a secure place into which one can withdraw. An immigrant will develop home as a place of security in an alien community and within which he can follow and practise his own ways. If he moves to a new way of life, which is possibly more suited to the environment, he remains in ignorance, making mistakes, yet unaware of how or why to change.

An Asian girl is trained in home crafts from an early age and soon undertakes responsibilities. She is therefore interested in home economics but immediately can meet strange and unfamiliar gadgets, utensils, food, habits and customs. These have to be understood and a

trust developed in the teacher and her methods. This special education centres the children of school age first, to learn not only a new language but also about running a home in a new country. A villager may be unfamiliar with most of our furniture, perhaps with running water or electric lighting, and a British bathroom can be quite alien. Village cooking in India and Pakistan is done over an open fire with the minimum of cooking utensils, and most of what is seen in a western kitchen is just not understood.

Part of the home economics teacher in order to establish with the immigrant pupils a confidence in what they see and what they are asked to use. Perhaps the children can speak a little English but are unable to read a recipe and follow the instructions. The vocabulary of the kitchen has to be learnt, the use of the equipment, methods of washing up and putting away utensils and appreciating the difference between the use of a dishcloth, tea towel, and floor cloth. Weighing and measuring have to be mastered, and a picture of what is to be made is a useful substitute when preparing a recipe.

Immediately immigrants are handicapped by the use of fat, for in many Asian religions fat is taboo. This has religious significance and the teaching point in the kitchen is to train the children to read the packet and note whether the fat is animal or vegetable. Even margarine can be treated suspiciously in the beginning. Meat can have religious taboos and this can be overcome by asking the pupils to bring their own meat. The objection in British meat is that it is not killed with the appropriate religious observances, and the animal slaughtered by having its throat cut.

Newclerk is a handicraft familiar to an Asian village girl, who prepares for her dowry by making and embroidering cushions, bedspreads and covers. She will learn from her mother the art of cutting and sewing clothes, and embroidery, but this is often done without the aid of a pattern. A villager has an inborn skill of judging a person's measurements and then simply cutting out the cloth and making the garment. The same village reared from an early age in Britain loses this skill unless a mother is so hard to train the child. Suspicion can be aroused by asking an immigrant to make an unfamiliar garment. Again, taboos of the Asian community may be violated by the style of dress. Choice of material by a villager may be totally unsuitable, but a better choice comes with understanding.

As the years go by an Asian newcomer in the school fits in far more easily and adapts more quickly because of the acceptance by earlier pupils—a case in point, it is a slow process to be absorbed into a new culture, but time seems to make it easier. Much of what is taught in school goes home, as do ideas seen in the homes of British friends, over the years the British home of an Asian villager becomes more well-versed in its furnishings, equipment and decoration. It may Asian village households in this country it is the children who are trying to influence their elders towards a western way of life, but it can cause conflict between the generations for tradition or adaptation from one culture to another is not easy.

With the passing of time change has taken place: from an objection to cookery has come requests for recipes of cakes seen in shop windows; from suspicion of foods has come trust in eating what is offered to them; from misunderstanding and reluctance has grown acceptance and eagerness. It has been due to the efforts, patience and adaptation of some understanding teachers.

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'Life—not just survival'

Pre-congress conference.

In July, 1978, the International Federation for Home Economics (IFHE) are holding their thirteenth congress in Ottawa. The United Kingdom Federation for Education in Home Economics (UKFEHE) have recently held a residential conference at Roodbank College, Sharnbury, to start consideration of the theme for the congress: "Life, not just survival. Home economics and the utilization of world resources—including human resources" and to prepare the reply from the United Kingdom to the preliminary questionnaire.

The opening speaker for the conference was Mr. Angus Home, research officer in the economics of development, Institute of Commonwealth Studies, University of Oxford. Other speakers talked about energy and water, and lively and profitable discussions took place in small groups. The IFHE, a non-governmental organization, was founded in Sweden in 1908 when 20 countries were invited to compare their experiences in home economics education. The aims of the federation are to encourage the exchange of ideas, render assistance in the promotion of home economics education and seek new and better ways of dealing with relevant problems in a world undergoing constant change. It has 183 members (organizations) in 34 countries, 2,187 associate members (individuals) in 62 countries, and is based in Paris.

The UKFEHE is one of the 16 United Kingdom members of the IFHE. It was founded in 1954, after the eighth congress in Edinburgh in 1953, and was responsible for organizing the eleventh congress in Bristol in 1968. The UKFEHE has 21 constituent bodies, representing various aspects of the subject. The honorary secretary is Miss A. P. Remage, 36 Ravenscroft Avenue, London NW11 8AU, who is at present a member of the IFHE executive committee.

Derbyshire headship

Ripley Nursery School

Applications are invited for the Headship of this school situated in the town of Ripley close to the Derbyshire/Nottinghamshire border. The school is due for completion in November, 1976.

Group 2 - 80 full-time equivalent places.

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Further details from the Area Education Officer, "Lismore", 9 Heathfield Road, Woking. Application forms available on receipt of self-addressed envelope from the County Education Officer, County Hall, Kingston upon Thames, KT4 2DU. Complete list of vacancies available second week of each month; if possible, please state areas preferred.

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J. S. WILKIE, M.A., Ph.D.
Director of Education.

Education Offices, Broadway,
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LONDON BOROUGH OF NEWHAM

PRIMARY Headships continued

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NORTH WEST AREA
Applications are invited for the post of Head of the North West Area Junior School, North West Area, Essex. The school is situated in the North West Area, Essex. The school is due for completion in November, 1976.

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Head required, Group 4, 200 on roll, 1976-77.

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Application forms and particulars (s.a.e. inclose please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 9BG. Closing date 23rd May, 1976.

HERTFORDSHIRE

EAST HERTS. DIVISION

HILLDALE COUNTY J.M. & A. I.
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HERTFORDSHIRE

EAST HERTS. DIVISION

HILLDALE COUNTY J.M. & A. I.
Hilldale Row, Bishop's Stortford



NORFOLK COUNTY COUNCIL Education Department

Required January 1976

HEAD

Application forms and particulars (s.a.e. inclose please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 9BG. Closing date 23rd May, 1976.

DEPUTY HEAD

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SECRET

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COMMITTEE

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GROUP 4 (Houghton).
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Required for September, 1964
Required for September, 1964

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CLEVELAND TSS 0AA
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100

THRAPSTON SECONDARY SCHOOL

(Merkel Road, Thrapston, Kettering)

Thrapston Secondary School, a small pleasant rural school, under recent proposals for re-organization, will in September, 1978, become a Middle School and part of a three-tier fully comprehensive system. Applicants are therefore invited from teachers with experience and drive for

HEAD OF LOWER SCHOOL

(Age group 9-11)

Salary Scale Houghton 3

This is a key senior appointment in the re-organization and candidates must be experienced and have held varied and successful teaching posts in Primary and/or Middle Schools. The teacher appointed will also be expected to guide the entire school in at least one area of the curriculum, preferably Mathematics.

Since the re-organization will not be completed until July 1977 an added recommendation would be an ability to do some teaching of the older secondary pupils. Further details and application forms from the Headmaster.

Northamptonshire

Education Department

Metropolitan Borough of Stockport

EDUCATION DIVISION

Secondary

Required for September, 1975 —

BRAMHALL HIGH SCHOOL, Seal Road, Bramhall, Stockport

TEACHER OF SPANISH

Scale 2 (Ref. No. 7/TES)

Graduate to be responsible for the teaching of Spanish to G.C.E. Advanced level. Scale 2 for experienced applicant.

PEEL MOAT SCHOOL, Buckingham Road, Hecol Chapel, Stockport

MUSIC TEACHER

Scale 2 (Ref. No. 6/TES)

To be second in the Music Department. An expanding department with the new comprehensive intake in the 3rd year. School orchestra and choir will be established in the lower school.

PRIESTNALL SCHOOL, Priestnall Road, Heaton Mersey, Stockport

HEAD OF PHYSICAL EDUCATION

Scale 3 (Ref. No. 8/TES)

There is a Sports Centre on the site providing a Sports Hall, gymnasium, squash courts and a redress area, in addition to playing fields. Major games taught are football, hockey, tennis, badminton, table tennis, squash, gymnastics and modern educational dance.

AVONDALE SCHOOL, St. Lesmo Road, Edgely, Stockport

GRADUATE TEACHER OF FRENCH

Scale 1 (Ref. No. 11/TES)

Applicants should state their other interests.

TEACHER OF GIRL'S PHYSICAL EDUCATION

Scale 1 (Ref. No. 12/TES)

Sound qualifications and training are essential. Facilities to be developed will provide for a wide range of Physical activities. Promotion prospects are good.

Priestley

BROOKHEAD JUNIOR SCHOOL, Councilor Lane, Cheshire, Stockport

HEADTEACHER

Group 5 (Ref. No. 2/TES)

Applications are invited from suitably qualified and experienced teachers. The school is pleasantly situated, with a rural aspect at the rear. A separate infant school is envisaged.

CHERRY TREE PRIMARY SCHOOL, Conisford Road, Roulley, Stockport

HEADTEACHER

Scale 5 (Ref. No. 1/TES)

Applications are invited from suitably qualified and experienced teachers. The school is pleasantly situated, with a rural aspect at the rear. A separate infant school is envisaged.

ST. JOSEPH'S R.C. JUNIOR SCHOOL, Higginson Road, Reddish, Stockport

TEACHER

Scale 1 (Ref. No. 10/TES)

Applicants are invited to indicate their special interests. Application forms from the Director of Education, Town Hall, Stockport (quoting the appropriate reference number) and returned to the R.E. Clerk, The Presbytery, 43 Gordon Road, Reddish, Stockport, immediately.

Application forms from the Director of Education, Town Hall, Stockport (quoting the appropriate reference number) and returned, unless otherwise stated, to the Head Teacher of the school concerned immediately.

In respect of Post Ref. 1 and Post Ref. 2, the completed forms should be returned to the Director of Education, Town Hall, Stockport, by 20th May, 1975.

MIDDLE continued

Music

Other Posts on Scale 2 and above

EAST SUSSEX COUNTY COUNCIL

WORTHINGTON MIDDLE SCHOOL

Worthington Road, Worthing, Sussex BN11 1AA

Required for September, 1975. Scale 2 post available for suitably qualified and experienced candidates. This is a large modern school with a comprehensive curriculum for all ages of the curriculum, including a wide range of extra-curricular activities. The school is situated in a pleasant area with a good reputation for its teaching and staff. Further details and application forms from the Headmaster.

Northamptonshire

Education Department

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This is a key senior appointment in the re-organization and candidates must be experienced and have held varied and successful teaching posts in Primary and/or Middle Schools. The teacher appointed will also be expected to guide the entire school in at least one area of the curriculum, preferably Mathematics.

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Northamptonshire

Education Department

Technical Studies

Other Posts on Scale 2 and above

MERTON EDUCATION COMMITTEE

MERTON MIDDLE SCHOOL

Merton Road, Merton, Surrey

Required for September, 1975. Scale 2 post available for suitably qualified and experienced candidates. This is a large modern school with a comprehensive curriculum for all ages of the curriculum, including a wide range of extra-curricular activities. The school is situated in a pleasant area with a good reputation for its teaching and staff. Further details and application forms from the Headmaster.

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EDUCATION DEPARTMENT

TEACHING VACANCIES—SEPTEMBER 1975

PRIMARY SCHOOLS

Acresfield Nursery School (3.5)

Acresfield Road, Middleton, Manchester M24 2HJ

Tel. 061 643 4603

NURSERY TRAINED TEACHER

(Scale 1)

Sunny Brow Nursery School (3.5)

Archway Park, Middleton, Manchester M24 2HJ

Tel. 061 643 3306

NURSERY TRAINED TEACHER

(Scale 1)

A musical ability would be an advantage but is not essential.

Darnhill County Junior School (7-11)

Sutton Road, Darnhill, Heywood OL10 3PY

Tel. Heywood 09757

Experienced teacher of juniors. For a suitably qualified and experienced teacher this could be a scale 2 post. Social priority school allowance payable.

SECONDARY TEACHING VACANCIES

Howerth Cross Middle School (10-13)

Albert Road, Rochdale OL16 2UJ

Tel. Rochdale 31875

HUMANITIES

Teacher for second and third year. An ability to assist with Boys' games would be an advantage.

Scale 1.

MUSIC

Teacher to take charge throughout the school. This is a scale 2 post at the present time.

Thornhill Middle School (10-13)

Hill Top Drive, Kirkholme, Rochdale OL11 2EH

Tel. Rochdale 48292

MATHEMATICS

Teacher, 11 plus and 12 plus pupils. Scale 1 P.S.P.S. Allowance.

Hollin High School (11-14)

Hollin Lane, Middleton

LONDON BOROUGH OF BEXLEY

PICARDY SCHOOL
(Mixed)
Belvedere. Roll 1,088

HEAD TEACHER GROUP II

required January, 1976, or earlier appointment if possible. This is an all-ability Secondary School situated in two buildings on adjacent sites in pleasant surroundings.

The present Headmaster is retiring shortly. Application forms and further details available from

Chief Education Officer,
(T.5), Town Hall, Croydon, Kent,
to whom they should be returned by 9th June.

LONDON BOROUGH OF BEXLEY

Sidcup School for Girls
Sidcup
Roll 667

HEAD TEACHER GROUP 9

required January, 1976, or earlier appointment if possible. This single-sex school caters for pupils up to 18 years and shares a site with a Primary School in a pleasant residential area.

L.A.A. £267. Newly appointed teachers will be considered for 100 per cent mortgage. All fees and loan charges will be paid by the Council on purchase price up to £20,000. 100 per cent refund of removal expenses. Disturbance allowance of £15 a week for maximum of three months.

Application forms and further details obtainable from the Chief Education Officer (T.5), Town Hall, Croydon, Kent, to whom they should be returned by 9th June, 1975.

DORSET

LYTCHETT MINSTER UPPER SCHOOL

APPOINTMENT OF HEAD

(GROUP 9)

Applications are invited for the Headship (Group 9) of this Comprehensive School which is due to be established in September, 1976.

The successful applicant will be expected to take up the appointment in January, 1976.

Assistance with removal and legal expenses.

Forms and further details from the Senior Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, on receipt of stamped addressed envelope.

Nottinghamshire County Council
Education Committee

Head Teacher

Manfield Sherwood Hall Upper School

Manfield, Notts.

Number on Roll 800 plus 185 Sixth Form. Salary Group 11 Vacant: 1st January, 1976

Qualified teachers are invited to apply for the appointment as Head Teacher of this school, which is being formed by the amalgamation of the existing Sherwood Hall Girls' and Sherwood Hall Boys' Technical Grammar Schools, and is due to open on 1st September, 1976. The school will cater for pupils in the age range 13-18 years with a comprehensive intake in the first year group.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, Notts DA5 3JN, by 1st June, 1975.

Secondary Education

Headships

AVON COUNTY

BISHOPSTON SECONDARY

Group 11: 1st Jan 1976. 11-18 Comprehensive. 1,000 pupils. 11-18 Comprehensive. 1,000 pupils. 11-18 Comprehensive. 1,000 pupils.

Stumped addressed envelopes for further information and application forms should be sent to the Chief Education Officer, Avon County Council, 100, Broad Street, Bristol BS1 2TA.

DEVON

BISHOPSTON SECONDARY

Group 11: 1st Jan 1976. 11-18 Comprehensive. 1,000 pupils. 11-18 Comprehensive. 1,000 pupils.

Stumped addressed envelopes for further information and application forms should be sent to the Chief Education Officer, Devon County Council, 100, Broad Street, Bristol BS1 2TA.

Chief Education Officer, (T.5), Town Hall, Croydon, Kent, to whom they should be returned by 9th June.

County of Cleveland
CLEVELAND EDUCATION COMMITTEE

SECONDARY TEACHING APPOINTMENT

HEAD TEACHER POST

LANEBAURGH SCHOOL, Ouseby Road, Middleburgh, Cleveland TS1 8RD

(Tel. Middleburgh 34518)

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Group 11 school. The school is a single-sex school for girls, with a roll of 11-18 Comprehensive. The roll in September will be 1,200 with a fully Comprehensive ability range in each of the five year groups. The post will become available in January, 1976, consequent upon the retirement of the present Head Teacher.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Forms of application and further details are obtainable from the County Education Officer, Woodhouse Road, Middleburgh, Cleveland, TS1 3BN, and should be returned not later than 9th June, 1975.

EDUCATION DEPARTMENT

Head Teacher Group II

Due to promotion we are looking for a capable, enthusiastic and experienced person to take over the headship of Sidsal Moor High School, Heywood.

The school is a well-established 11-18 Comprehensive currently having 1,000 on-roll and needs somebody with drive and imagination to achieve optimum development.

Heywood is a small industrial town situated some 10 miles north of Manchester and within easy reach of the Lake District, the Fylde Coast and the Yorkshire Dales.

Please apply by letter to Head Teacher giving details of experience and training together with names of two referees as soon as possible.

Metropolitan Borough of Rochdale

Metropolitan Borough of Rochdale

Head Teacher

Manfield Sherwood Hall Upper School

Manfield, Notts.

Number on Roll 800 plus 185 Sixth Form. Salary Group 11 Vacant: 1st January, 1976

Qualified teachers are invited to apply for the appointment as Head Teacher of this school, which is being formed by the amalgamation of the existing Sherwood Hall Girls' and Sherwood Hall Boys' Technical Grammar Schools, and is due to open on 1st September, 1976. The school will cater for pupils in the age range 13-18 years with a comprehensive intake in the first year group.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, Notts DA5 3JN, by 1st June, 1975.

WARWICKSHIRE

KINGSTON upon Thames

Group 11: 1st Jan 1976. 11-18 Comprehensive. 1,000 pupils. 11-18 Comprehensive. 1,000 pupils.

Stumped addressed envelopes for further information and application forms should be sent to the Chief Education Officer, Warwickshire County Council, 100, Broad Street, Bristol BS1 2TA.

Chief Education Officer, (T.5), Town Hall, Croydon, Kent, to whom they should be returned by 9th June.

DEPUTY HEADSHIPS

Senior Masters/Mistresses

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LONDON BOROUGH OF BEXLEY

Sidsal Moor High School

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THE TIMES EDUCATIONAL SUPPLEMENT 16.5.75

SECONDARY

Deputy Headships continued

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BRIGHTON HIGH SCHOOL

Group 11: 1st Jan 1976. 11-18 Comprehensive. 1,000 pupils. 11-18 Comprehensive. 1,000 pupils.

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NUMBERSIDE
EDUCATION COMMITTEE
CUNNINGHAM DIVISION

quired for September, 1975. Two EAGLES in book ENGLISH throughout the school. A Scale 2 goal may be available for a teacher with suitable experience and approval for first upposition are wanted. The school operates a system which caters for the special needs of potentially teachers and has excellent drama and library facilities.

single 11-16 mixed comprehensive school in September, 1970. In form 1970, the school had approximately 1,350 pupils. However, for the year 1971, the school had approximately 1,350 pupils.

A letter of application giving a brief curriculum vitae and the names of two people to whom reference may be made should be sent to the Headmaster, Designate, Brecon Secondary School, Brecon, Gwent, NP23 5LW, from whom further details of the post, proposals for re-organisation and application forms may be obtained.

London Rurnham Scale.
Apply with curriculum vitae and
names and addresses of two ref-
erences to headmaster.

**KENT COUNTY COUNCIL
EDUCATION COMMITTEE**

BRIDEN SCHOOL
Avenue of Remembrance
Birlinghousne

Invited to Replenish **MALE**
or **MISTRESS** for **UNIT 11** and if
possible, **UNIT 12** and
a novel work suitable for a
suitably qualified candidate. Open-
ing to contribute to **WALK-ON**

lary Controlled Grammar School
developing into an Academic Junior
School. Boys enter at 11 and re-
main for five years in life "C".

Applications, together with the names of two referees, must be sent to the Headmaster at the school, CHILDISLAND TECHNICAL HIGH SCHOOL.

Required for September, 1978, are experienced women or men GRADUATE TEACHERS of English and a department of live science.

responsibility in this area. An in-
terest in school drama and/or other
extra-curricular activities would be
on a voluntary basis.

co-educational self-aided Kendra
new buildings set in making the
old there are numerous organiza-
tions to contribute to the basket-
ball and intellectual work of the school
community.

Applications (two referrals) to
Koen, M.C. (Ratcliffe E31, West
Kendrick, Birmingham Technical High
School, Pump Lane, Rainham
Kend.)

ORAYESHAM DIVISION

TEACHER" of ENGLISH. This woman required for September. The Lower School is fully compensated, and the Upper School after September 10th.

possibility of Scale 3 and experience suitably qualified and have worked together, but applications from not more than 100 persons will be accepted. Extra allowance and crèche facilities available.

Apply by letter (no forms) to the Headmaster.

MIDWAY DIVISION

in the ENGLISH Department, with
responsibility for the school library
—Scale 2 post. Social. Priv. 1000
School's allowance also payable.

CHATHAM CHRISTIAN CHURCH
SECONDARY SCHOOL FOR GIRLS
Maple Hill Road, Chatham
1901 6001

Experienced TEACHER to assist with
senior ENGLISH/HUMANITIES work
throughout the upper school. \$12
2.00/hr. available to suitable applicant.
Social Priority Schools placement
also payable.

Please apply to the Headmistress
-1901 6001.

1730 of Roll
Comprehends in first two years
MATHESIS to teach ENGLISH
throughout the school in C.S.
first 2 years 3 post is English

and an experienced and who prepared to undertake responsibility for library and libraries.

Applicants wishing to gain experience in this field and discuss fully for a responsibility award will be considered.

Applications to the Acting Headmistress.

CANTERBURY DIVISION
HARTON COURT SCHOOL

of 1.181.911, which is a level standard increase in Drama an advance.

Applications in writing with name
and address of two referees to be
forwarded to the Bureau. (Name of the
referees may be obtained.)

SIR JEDFREY CHASTIN
Solicitor
Resided at Broomfield, 1940
1. Resided at Broomfield, 1940
1. Resided at Broomfield, 1940
continued on page 2

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